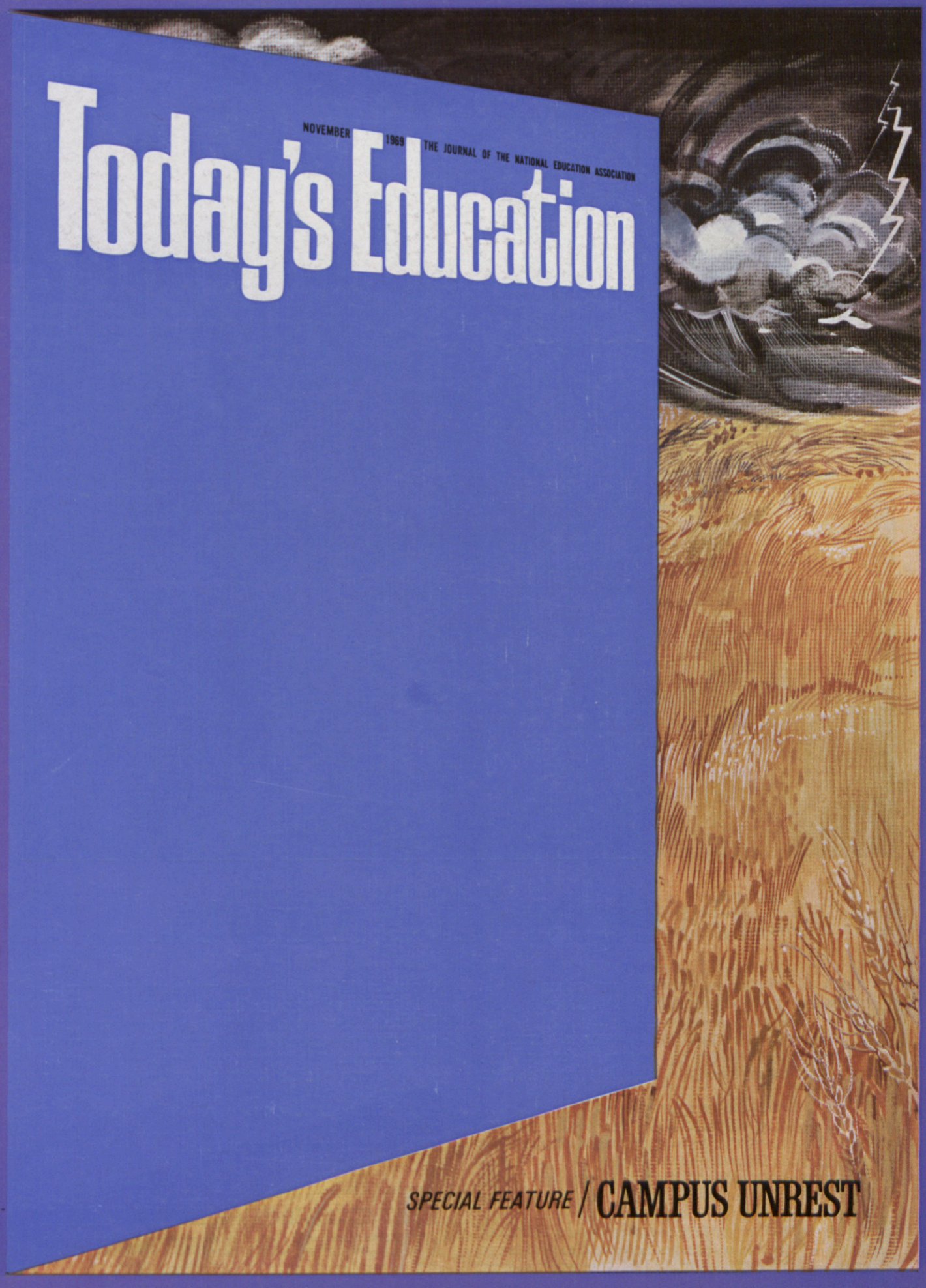
PENNSYLVANIA EDITION



Today's Education

NOVEMBER 1969 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

SPECIAL FEATURE / CAMPUS UNREST

Be eight for a minute.

You're all hanging up your coats at school and in comes Donnie with a cast on his arm. Everybody has to see it and touch it and write on it.

"How long do you have to wear it, Donnie?" "Miss Sanders, what makes bones?" "How can you break your arm swimming?" "Will it grow back, Miss Sanders?"

This is the teachable moment.

It's that rare moment when you really want to learn. But your curiosity sure isn't satisfied by seeing just the cast. You want to see inside.

So somebody goes to the film library and brings back the film selection on bones. You put it in the projector and—wow—a movie.

This way Miss Sanders can teach you all kinds of things—more things than anyone could expect her to know—at the exact moment that you want to learn them. And it's alive—the way you're used to seeing it.

In twenty minutes you'll start throwing pencils at Harry or playing with the hem of your dress, but right now you want to know everything in the world about bones. This moment can't be allowed to pass.

This concept in film is the inspiration for a number of new ideas developed by Britannica to keep pace with a new generation of kids. The TV kids. This is the way they are used to learning. Their way. Because they live in a very different world.

Instructional Materials Division

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Today's Education

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION • VOL. 58 • NO. 8 • NOVEMBER 1969

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This month's cover

Can even the most tranquil campus of today be sure that it will not be storm-swept tomorrow? For a variety of interpretations of student unrest, turn to the special feature that begins on page 25.

PENNSYLVANIA EDITION

This special Pennsylvania edition features Pennsylvania news and editorial comment prepared in cooperation with Barbara J. Stevens, editor of the *Pennsylvania School Journal* (pages 49-53). It also features an article by Mildred T. Wilson of Philadelphia on the middle school (pages 54-56), an article by Coralie Cogswell of Scranton on teaching thinking (page 60), and an article on business education by James F. Beck of New Hope (page 69).

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"You have just been appointed Scotland's Minister of Tourism"

That statement began one of the most interesting creative teaching projects we've heard about. Miss Audrey Marzano, a teacher at the J. P. Vincent School in Bloomfield, Connecticut said it to a freckle-faced twelve year old in the second row. But let her tell you about it:

Miss Audrey Marzano, Joseph P. Vincent School, Bloomfield, Connecticut

"A New Idea"

"Teaching sixth graders about the smaller countries of Europe can be a real task. That's why, last semester I came up with a new idea to help make our Social Studies section a bit more interesting. My idea was to have each student consider himself the new 'Minister of Tourism' of a particular European country. And in that capacity, he'd have to develop an informative travel brochure boosting his country.

"Little travel brochures"

"After the students researched their countries, they prepared their travel folders directly on spirit masters. Each travel folder contained a brief history of the country, a map of historic and scenic spots, interesting statistics, some reasons to visit the country and a question page. We brought the duplicator right into the classroom and ran the masters while the class watched. After the copies were printed, we cut and stapled them into little travel brochures.

"The Next Step"

"The next step was to have each 'Minister of Tourism' make a pitch for his country in front of the class. And to help his speech along, he would hand out his original travel brochures to everyone. The brochures helped keep the students interested. And they helped the 'Minister of Tourism' remember his lines.

"The Students Loved It"

"This all helped to make studying Europe fun. Students loved it. What's more, they learned to develop research skills, creative writing, map making, organizing and cover design. And they learned what a thrill it is to see their very own creation in print."

If you would like to receive a copy of one of Miss Marzano's students' travel folders, write to A. B. Dick Company, 5700 W. Touhy Ave., Chicago, Illinois 60648, Dept. TE-11.

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A duplicator is not a machine.
It's a creative teaching resource.

Many Americans See Integration of Schools Moving Too Fast

Increase in School Enrollments May Be Smallest Since 1945

Women's Opportunities Declining in Top College Management

Great Need Seen for Guidance About Noncollege Vocations

GI Bill Marks 25th Birthday

Commissioner Allen Plans Changes in U.S. Office of Education

NEWS AND TRENDS

Many Americans See Integration of Schools Moving Too Fast

The number of Americans who believe that racial integration of schools is going too fast is double the number who believe the rate is not fast enough, according to a Gallup survey. Forty-two percent of Northern whites and 58 percent of Southern whites thought the rate was too fast. About one-fourth of both groups thought the rate was about right.

Only 10 percent of Southern whites thought the rate of integration was not fast enough; 20 percent of Northern whites expressed that opinion. Although Negroes polled generally tended strongly to the view that integration of schools was moving too slowly, 1 Negro in 5 thought the rate was too fast.

Increase in School Enrollments May Be Smallest Since 1945

Enrollment in the nation's schools this year is expected to show the largest percentage increase at the college level and the smallest in the elementary school (kindergarten through grade 8). The small increase at the elementary school level, the U.S. Office of Education reports, reflects the gradual decline in the number of children born each year since 1961.

A total enrollment of 58.6 million is expected in public and private educational institutions, an increase of 1.2 percent over the number enrolled last fall. This will be the 25th consecutive year that enrollment has risen to a new high, but the increase, both in numbers and percentages, promises to be the smallest since 1945, the USOE said.

Expenditures during the 1969-70 school year are expected to total $64.7 billion for public and private education at all levels, compared with $61.4 in 1968-69.

Women's Opportunities Declining in Top College Management

"In the top management of American higher education, women's opportunities are declining," according to Fred M. Hechinger of the *New York Times*. Female presidents of the women's colleges have been replaced by men in what looks like a steady trend, he says. Male presidents, taking the national women's college scene as a whole, he pointed out, have long been the rule rather than the exception. Of the Big Seven women's colleges, which have been regarded as key spots for women leaders in education, only three will have female presidents a year from now.

Great Need Seen for Guidance About Noncollege Vocations

High school students are not receiving the vocational guidance they need, says the Federal Advisory Council on Vocational Education. The Council said that 90 percent of U.S. high schools provide college counseling, but only half of them offer vocational guidance.

The great interest in vocations not requiring four years of college was indicated this year when more than 200,000 persons wrote to the U.S. Office of Education for a free booklet on technical careers. The booklet, distributed by USOE's Division of Vocational and Technical Education, was publicized in cooperation with the Advertising Council and the National Industrial Conference Board. The groups made the booklet available because 1 out of 3 technical jobs is not being filled.

GI Bill Marks 25th Birthday

The year 1969 marks the 25th anniversary of passage of the original GI Bill of Rights. Drawn up and supported by members of both political parties, it was passed by Congress on June 22, 1944, without a single dissenting vote. The program was later amended and extended to include the Korean conflict and the post-Korean conflict GI Bills.

Veterans Administration figures show that education (teaching) was fourth choice as a field of study for veterans of both World War II and the Korean conflict (post-Korean figures are not available). Ranking first was trade and industry, with business and commerce second, and engineering third.

Commissioner Allen Plans Changes in U.S. Office of Education

U.S. Commissioner of Education James E. Allen, Jr., has announced that he will make a major reorganization of the Office of Education. The changes represent his commitment to providing stronger leadership by the Office of Education in accelerating the progress of change and improvement in the nation's educational system, Dr. Allen said.

"The primary objective of the Office of Education," he said, "is to increase the capabilities of state and local education agencies, colleges and universities for improving the quality of their programs and services to the children and youth of America. The changes in organi-

Shortage of Manpower Increasing, Planning Association Study Shows

World Bank Loans $81 Million for Educational Development

Agencies To Produce Magazine for Teen-Aged Slow Readers

Names in the News

NEA Reporter Gives Association News

zation and executive responsibilities are designed to help the Office better achieve this objective."

Highlights of the organizational changes include:

- A new deputy assistant secretary/commissioner for planning, research, and evaluation, who will be responsible for three previously separate Office of Education units: Bureau of Research (which becomes the National Center for Educational Research and Development); the National Center for Educational Statistics; and the Office of Program Planning and Evaluation.
- A new deputy assistant secretary for intradepartmental educational affairs, who will administer and supervise a number of education programs that cut across HEW agency lines.
- A new deputy commissioner for school systems, who will be responsible for coordination of federal programs of assistance to local school systems.
- A new deputy commissioner for higher and international education, who will coordinate administration of the programs of the Bureau of Higher Education and the Institute of International Studies.
- A new deputy commissioner for instructional resources, who will have responsibility for the programs of the Bureau of Education Personnel Development and a new Bureau of Library and Education Technology.

Shortage of Manpower Increasing, Planning Association Study Shows

If the nation attains results in 16 areas of concern, defined as goals by the National Planning Association, the manpower requirement of our economy will probably be greater rather than less within the next decade. One of the results will be the upgrading of employable persons through education and training. This is a conclusion of the National Planning Association's two-year study of a U.S. Department of Labor manpower report.

Assuming full achievement of goals by 1975, the number employed in the areas of health and education will increase 89 percent over the number in 1962, the NPA study says. The number for the same period in research and development (including space programs) will have to increase 90 percent if the nation is to achieve its R&D goals.

World Bank Loans $81 Million for Educational Development

During the fiscal year ending June 30, 1969, the World Bank loaned more than $81 million to finance educational development under the Bank/UNESCO Co-operative Programme. This follows the bank's plan to increase lending for education threefold during a five-year period to bring the total to at least $100 million annually. The funds are currently helping to build, equip, or expand schools, colleges, or universities in 10 countries in Africa, Asia, and Latin America.

Agencies To Produce Magazine for Teen-Aged Slow Readers

The U.S. Office of Education, the National Geographic Society, and the Alexander Graham Bell Association for the Deaf, Inc., have joined forces to produce a new magazine for teen-agers with language or reading handicaps. The magazine, called *World Traveler*, includes full-color National Geographic photographs and text from the *National Geographic School Bulletin* adapted to a third-grade reading level.

Teacher-members of the Council for Exceptional Children, an associated organization of NEA, will receive free sample copies of the new publication. Other NEA members may receive sample copies and further information from *World Traveler*, Dept. TE, 1537 35th St., N.W., Washington, DC 20007.

Names in the News

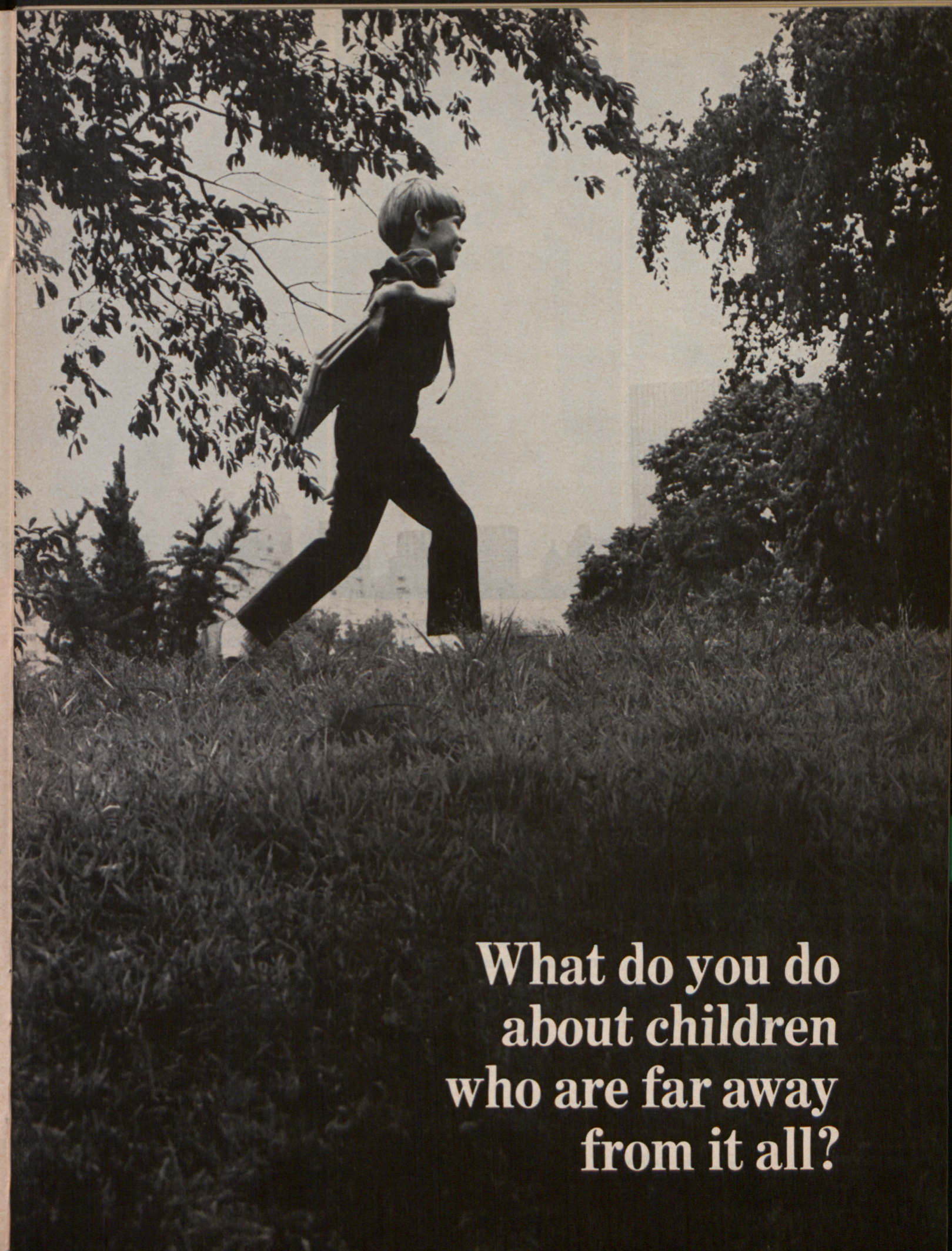
Two of the nation's largest cities have acting school superintendents this year. Nathan Brown, executive deputy superintendent of schools, was named acting superintendent of New York City schools. Former superintendent Bernard E. Donovan, who retired Sept. 1, is establishing an educational consulting firm. Benjamin J. Henley, Jr., who was vice-superintendent of the Washington, DC, schools, is now the system's acting superintendent.

C. Taylor Whittier, former superintendent of the Philadelphia and Montgomery County, MD, public schools and until recently with the Central Atlantic Regional Educational Laboratory, Washington, DC, is the state commissioner of education in Kansas. Mr. Whittier succeeds Murle M. Hayden, who has retired.

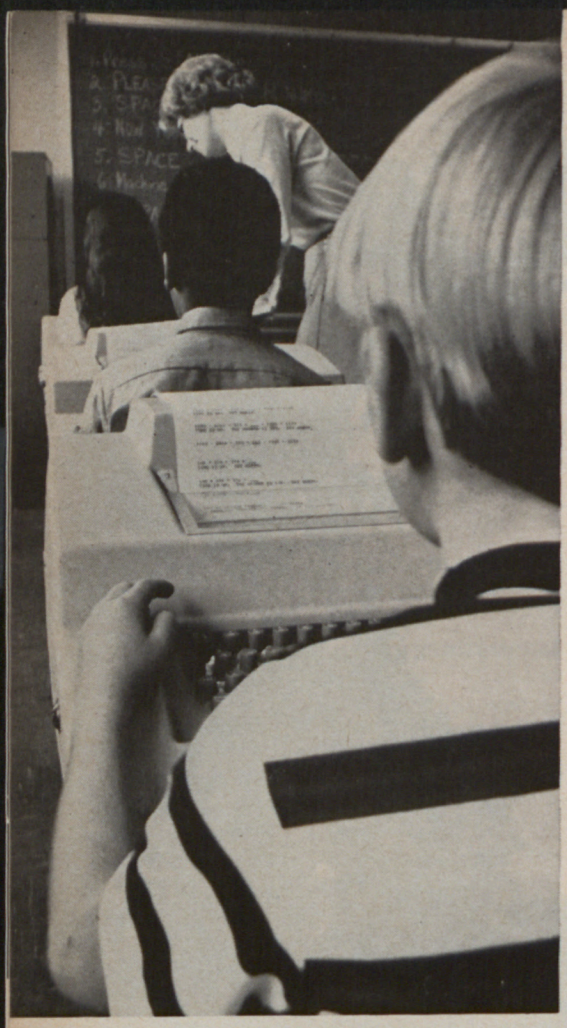
Philip Gerard is the new commissioner of education of the Virgin Islands, replacing Arthur Richards.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.



What do you do about children who are far away from it all?



Students in the metropolitan cities can be as far away from it all as rural youngsters. It happens every time some of education's best advantages pass them by.

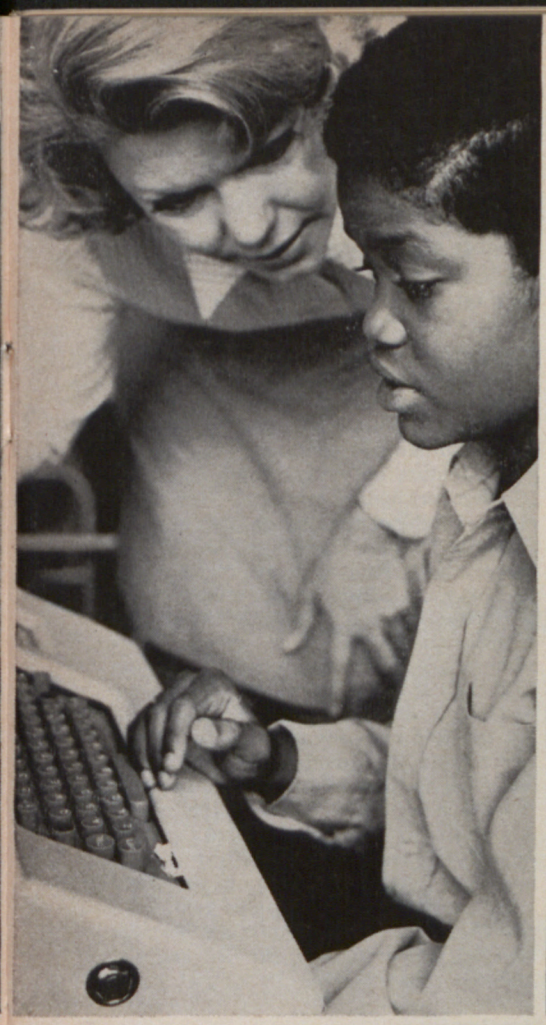
Today, small communities like Medicine Bow, Wyoming (population 392), as well as big-city systems, like New York City (population 7,795,471), are making use of the nationwide telephone network to give young pupils rich—and occasionally unique—learning experience.

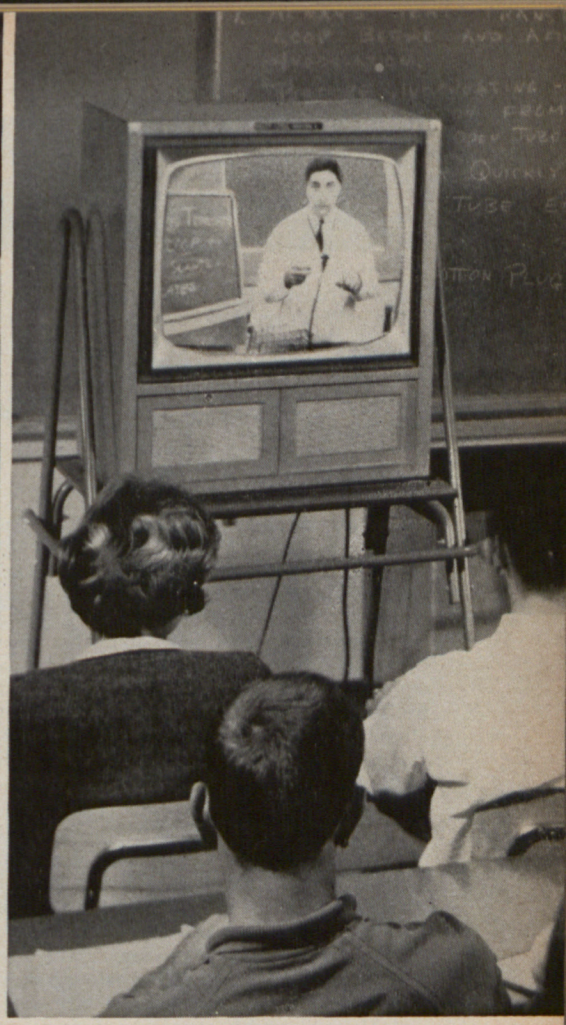
This network, for example, recently gave music students in Medicine Bow, Wyoming, a chance to visit with Leonard Bernstein. The science students learned about some of space travel's complex elements from a NASA official in Houston. It was a system of Tele-Lecture combined with telewriting that gave Medicine Bow's pupils the chance to reach out beyond Wyoming to the whole country.

Tele-Lecture, telewriting, and remote computer access is available to today's students over Bell System's nationwide communications network.

For example: In New York City, more than 2000 elementary school pupils, using Touch-Tone® phones in their homes, are reinforcing math skills by 'talking' with a computer.

The pupil hears the computer say, "What is four plus four?" He responds to the computer by pressing the buttons on his Touch-Tone phone. If he presses the right buttons, another problem will follow. If he is wrong, the question is repeated and if he is wrong again, the computer gives the correct answer and presents a different problem. The pupil's progress is recorded and future drills are structured to the student's achievement level.





Computer math programs are coming to rural children as well. First-through-eighth graders in several schools in eastern Kentucky are now learning math with the help of a computer-assisted instruction program that comes from Stanford University in Palo Alto, California, via the telephone network.

Edwin R. Jones, Director, Eastern Kentucky Educational Development Corporation, describes his thinking about computer-assisted instruction:

"What catches my mind and imagination about CAI is the fact that today, for the very first time in the history of education, we can actually provide individualized instruction for a whole classroom of students. Not only is the instruction process individualized, it's programmed so that those responsible for student learning know exactly how the pupil is interacting and progressing with the material. For years and years we've talked about individualized instruction for the student. Now it's a fact in some of our schools. I hope it will some day be a fact in all of our schools."

Delaware is one of several states that have developed a system that provides urban and rural students educational advantages. A statewide multichannel closed-circuit TV system serves Delaware schools with a total enrollment of 105,000 pupils. Programs are designed to enrich the educational process and are transmitted throughout the state over a network especially designed by Bell System engineers.

Today, regardless of location, it's no longer necessary for any student to be far away from it all. Call your local Bell Telephone Company and ask to talk to an educational communications specialist.

AT&T

ZIP CODE 20036

This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

Tempest in a Teapot

It appears to me that the authors of "Static in the Language Lab" (October) are taking the college professors' usual pedantic approach to public school problems—curricular and financial.

Thousands of school districts have matched NDEA funds and installed foreign language labs. In view of budget limitations, public school people cannot afford to recommend scuttling them. Although, with the existing materials, a lab is far from being a panacea, the mechanically reliable lab, equipped with proper materials, can be a lifesaver for teachers of beginning students. Working labs help; poor materials hinder. A wider variety of materials and sizable lab maintenance budgets may be the answer.

An outstanding foreign language teacher can, indeed, teach basic pronunciation better than any canned lab material. However, with a pupil load that may range to 190 students, he won't survive long, nor can he sufficiently individualize this phase of instruction.

—Katherine McCormick, *chairman, foreign language, Creighton Junior High School, Jefferson County, Colorado, public schools.*

Free Press

The article, "How Free Should the High School Press Be?" (September) is all facts, but the facts should have been presented about two years ago. The revolution is not now "spreading to the secondary schools"; it was there last year. That you give space *now* to the subject of independent newspapers is one of many indications that the education system is too slow. The slowness is what is making students rebel.

—Chris Hitchens, *sophomore, William Penn High School, New Castle, Delaware.*

The article "How Free Should the High School Press Be?" was music to my ears. As adviser for a student newspaper and yearbook, I have often wished someone would outline the changes occurring in student journalism today. As a result of this article, many educators will be better informed about the true role of a school publication.

Thank goodness for administrators, like those in our school, who recognize the role of the school press and are willing to let staffs and advisers practice self-censorship. Let's hope that administrators and teachers in schools where the newspapers are nothing more than bulletins, public relations sheets, or mouthpieces for the administration or student council will read the article and do something about their publications.

—Louanne Ward, *adviser, publications, John Marshall High School, Oklahoma City.*

The Gifted

When I read opinions such as those expressed by Cynthia Klingler in her article, "We're Wasting the Gifted!" (September) and listen to colleagues who voice similar complaints, it gives me hope that the pendulum is starting to swing back and that we are returning to a sane position in dealing with and providing for *all* the intellectual levels and individual needs of children.

Perhaps the attitude that the gifted will get the work anyway can be dispelled. I agree that "educators must do something," but they are not the only ones who must. The efforts of too many educators have been defeated by the financial priorities set by school boards.

—Raymond F. Ensher, *teacher of seventh and eighth grade English and social science, North Fork (California) Union School.*

Violence and Aggression

The historians say that we have always been an aggressive society, but it is only of late that there has been widespread conscious recognition of this. The reason is not hard to discern: We are in the midst of an evolutionary surge in values; we are assimilating the goals implied by a new humanistic concern.

The feature on violence and aggression (September) was most timely, for teachers are on the confrontation edge of social response to these conditions. All the articles are geared to the most practical level and offer the help teachers must have. It is unusual to find four different writers with a similiar pungent style and the same focus on reality.

These capable authors could help the teacher at still another level. This would be by joining the moment-by-moment operation with a perspective on the process of socializing children, which has been more and more relegated to the school. I hope that the editors will give them the opportunity to help us with the basic issues of affective education on which these most useful suggestions rest.

—William C. Morse, *professor of education and of psychology, the University of Michigan, Ann Arbor.*

Assessment

I could not agree more with Dr. Brain's statement in "What's the Score on National Assessment?" (October) that the quality of education received by public school children is of profound national consequence. National assessment may well provide the data that will improve public perception of the problems facing education.

Perhaps the most important contribution the program might make is in effecting a change in the attitude of some of the American public. I detect a growing concern by the public about its educational system, yet no clear-cut ideas as to the direction in which it wishes that system to go. The proliferation of demands being made upon the schools is mute testimony to that fact. Paradoxically, the public, while expecting educators to respond to new demands, seems less and less willing to provide the necessary funding.

If the major concern of assessment remains in the area of describing educational progress in terms of changes over the years in what persons at given age levels can do, the *interpretation* of those changes can be crucial.

Careful interpretation by competent lay people, scholars, and classroom teachers might substantially influence public opinion as to both the long-range, broad goals of public education and the need of adequate resources.

—Donald F. Wilson, *history teacher, Seven Hills, Ohio; president-elect, Association of Classroom Teachers, NEA.* □

COMING

NEXT MONTH

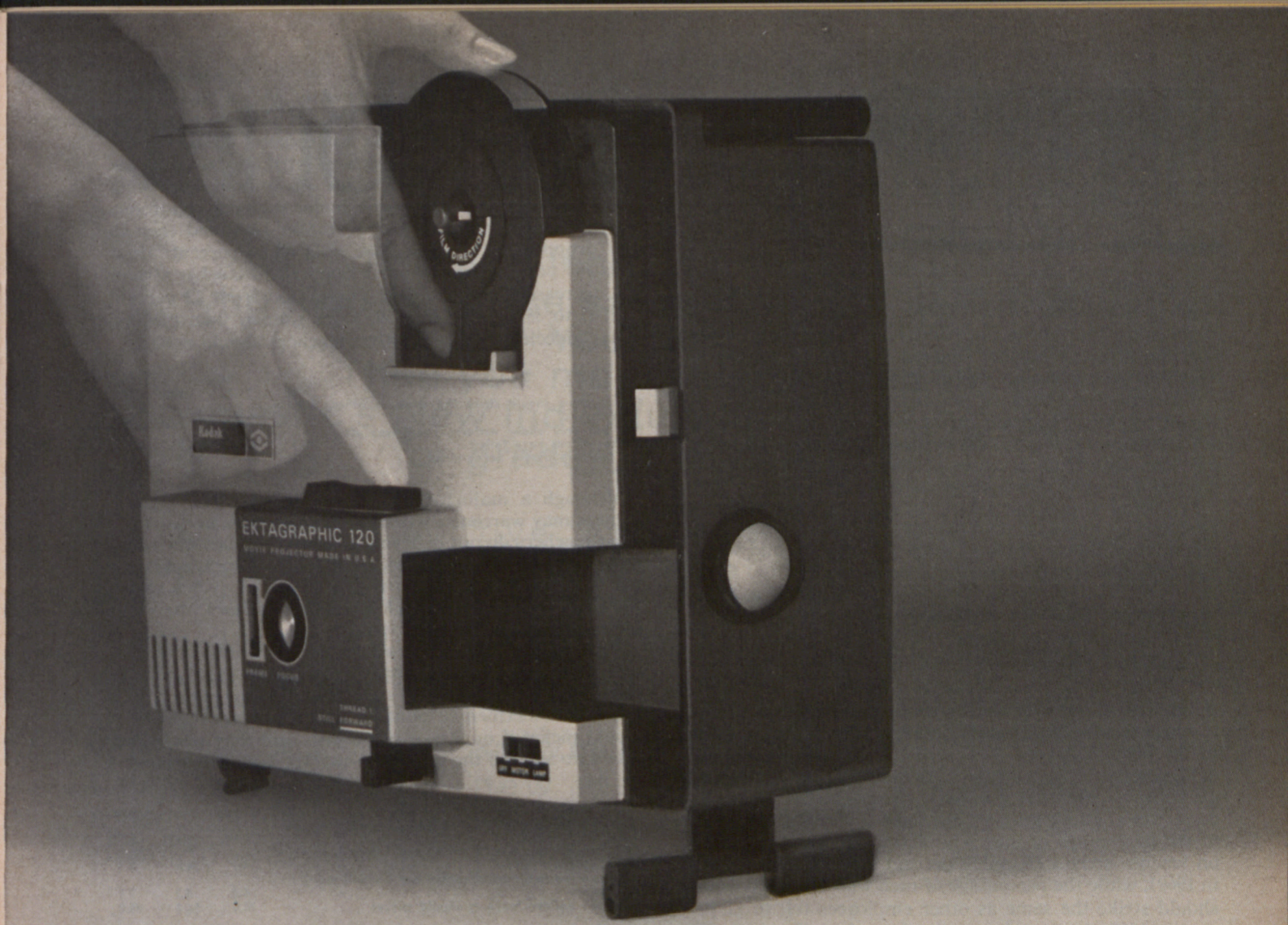
Your Speaking Voice, how you misuse it and how you can improve it

Student Crushes, how to deal with them constructively

Kibbutzim for the Disadvantaged, a possible means of breaking the poverty cycle

College Companions, therapy that works two ways

Teaching ABOUT Religion in the Public School Classroom, its legality and value



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TEACHER OPINION POLL

TEACHER STRIKES

□ Are public school teachers strike-happy? With a record number of teacher strikes reported during 1968-69, it might seem that strike fever has hit the teaching profession, but a recent Teacher Opinion Poll, conducted by the NEA Research Division, indicates that this is not the case.

Although more than 60 percent of the nation's public school teachers continue to believe that teacher strikes are justifiable, at least under extreme conditions, comparison with data from previous years shows a slowdown in the trend toward increasingly militant attitudes.

Repeating a question asked at intervals since 1965, the 1969 survey inquired of a nationwide sample of public school classroom teachers, "Do you believe public school teachers should ever strike?" Responses were:

	1965	1967	1968	1969
Yes, teachers should strike the same as other employees.	3.3%	4.4%	8.8%	5.9%
Yes, but only under extreme conditions after other means have failed.	50.0	54.4	59.4	56.1
No, teachers should never strike.	37.8	33.7	22.8	30.4
Undecided.	8.9	7.5	9.0	7.7

Experience with opinion surveys has shown that men teachers usually hold more militant attitudes than women. In the present survey, 80 percent of the men as opposed to 52 percent of the women responded affirmatively to the question on whether teachers should strike. However, data over the four-year period show a continuing growth in the percentage of men who favor a moderate position on teacher strikes (from 59 percent in 1965 to 69 percent in 1969), while the percentage of men who believe teachers should strike the same as other employees fell to 11 percent in 1969 after an abrupt rise from 8 to 17 percent between 1967 and 1968.

Men	1965	1967	1968	1969
Yes, teachers should strike the same as other employees.	6.3%	7.5%	17.2%	11.1%
Yes, but only under extreme conditions after other means have failed.	59.0	65.7	66.3	68.9
No, teachers should never strike.	29.4	22.3	11.8	16.6
Undecided.	5.3	4.5	4.6	3.5

Women teachers have consistently shown less enthusiasm for teacher strikes than men. At no time during the past four years has more than 5 percent of women teachers indicated approval of teachers' striking the same as other employees. The percentage of women approving teacher strikes as a last resort under extreme conditions reached a high point of 56 percent in 1968, and then in 1969 dropped back to the 1967 level of 49 percent. However, the percentage of women opposed to teacher strikes has decreased over the four-year period from 42 percent in 1965 to 38 percent in 1969. More women than men remain undecided about whether teachers should strike.

Women	1965	1967	1968	1969
Yes, teachers should strike the same as other employees.	1.7%	2.8%	4.5%	3.0%
Yes, but only under extreme conditions after other means have failed.	45.3	48.8	56.0	49.1
No, teachers should never strike.	42.2	39.4	28.4	37.9
Undecided.	10.8	8.9	11.1	10.0

Although a majority of teachers believe that circumstances may warrant a withdrawal of services by teachers, most teachers do not believe they should picket when they have withdrawn their services. Three in four teachers in the Teacher Opinion Poll answered negatively when asked: "What is your opinion of picketing by teachers when they have withdrawn their services?"

Both men and women teachers were opposed to teacher picketing, but more women (83 percent) than men (59 percent) took a negative stand on this question. Three-eighths of the men responding indicated they themselves would picket if on strike, one-eighth said they would definitely do so, and the other one-quarter said they probably would.

	Total	Men	Women
I believe teachers should picket and I myself would definitely do so.	6.9%	12.6%	3.7%
I believe teachers should picket and I myself would probably do so.	14.7	24.4	9.4
I believe teachers should picket but I would not do so.	4.0	4.2	3.9
I do not believe teachers should picket.	74.4	58.8	83.0

The results of this survey raise another question: Since most teachers do approve of striking under some conditions but do not approve of picketing, what do teachers think they should do if they go on strike? Further investigation is needed to determine what teachers consider suitable forms of strike activity.

—NEA Research Division.

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St. N.W., Washington, DC 20036. Ask for the publication titled Unfinished Stories for Use in the Classroom, *Stock No. 381-11766.* For special discount see page 62.

For information about 8mm and 16mm color films based upon some unfinished stories, write to Educational Systems Division, Doubleday & Co., Inc., Garden City, New York 11530.

What Should Irene Do?

□ **For quite some time Irene had** realized that something wasn't right between her mother and father. Frequently her dad didn't get home in time for supper, and sometimes she had been in bed a long time when she heard his footstep on the stairs. She worried about this and about the angry voices she heard sometimes coming from her parents' bedroom.

Still, once she got to school where her friends were, she was able to push her unhappy thoughts to the back of her mind. She had a lot of fun with the other girls—spending the night at the home of her best friend on weekends, baking cookies, or playing boxball after school.

Then Irene's parents told her they weren't going to live together any longer, and her father moved to another town. Everything changed. At home, Irene felt alone and lost. Her mother was usually there, but she was different. Her eyes were red and swollen all the time, and no matter what Irene tried to talk to her about, she never seemed interested. Her father did come to take her for a ride or to the movies every other Sunday,

(Continued on page 12)

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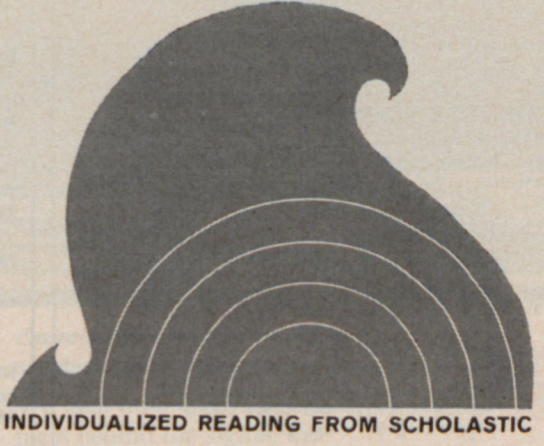

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UNFINISHED STORY

(Continued from page 10)

but it seemed to Irene that just as she got ready to talk to him about what was bothering her, it was time for him to leave.

Irene's lost and lonely feelings carried over to school. Things seemed as changed at school as they were at home. It seemed to her that her friends weren't as nice as they used to be and that the teacher ignored her. She started to do poorly in her school work, because in the midst of studying, she'd start to think about how miserable she felt.

Why had her father left her? Had she done something bad to make him want to leave her and mother? Why were her friends and the teacher so mean to her just when she felt sick inside and needed them the most? She didn't know where to turn for help. What should Irene do?

Thoughts To Think Aloud:

1. What makes Irene feel as though everyone at school owes her special attention?
2. Is Irene at fault because her parents have separated?
3. Does it help to talk about unhappy feelings with someone else? Who might Irene talk to about her problems? □

FOR YOUR INFORMATION

GEORGE D. FISCHER, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of Today's Education (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 223-9400.

American Education Week—November 9-15, 1969. Theme: Better Education—Your Job.

1970 NEA Convention: July 1-6, San Francisco.

NEA membership, May 31, 1969: 1,014,414.

NEA officers and headquarters staff: See NEA HANDBOOK pages 8-13; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.

NEA divisions, special projects, commissions, council, committees: HANDBOOK, pages 92-160.

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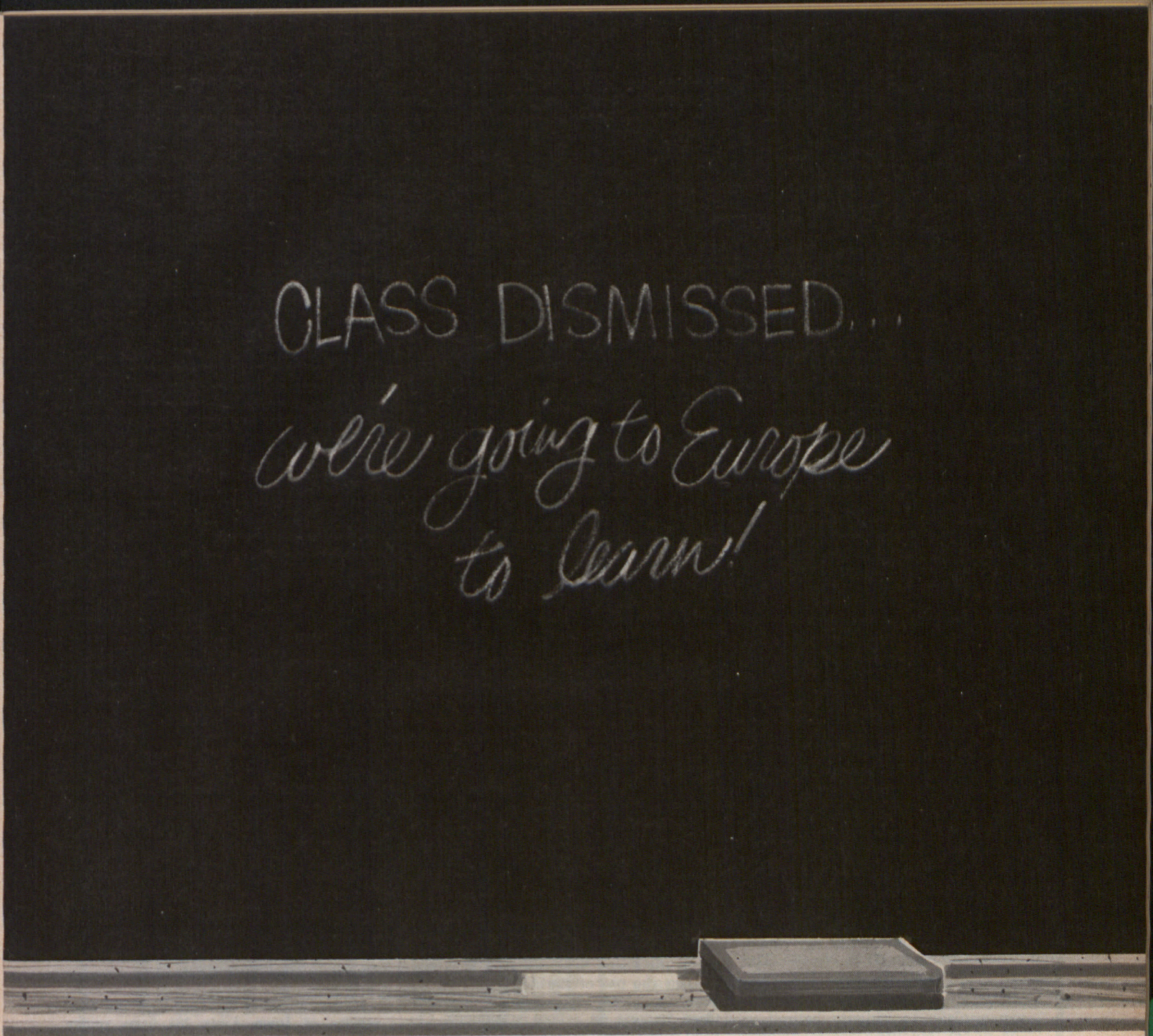
World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, DC 20005; see HANDBOOK, pages 403-405.



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BIBLIOGRAPHIES

Animal Books for Children. Lists more than 240 books about more than 25 animals. Includes annotation and age level. 1969. 56 pp. Single copy free when requested on school letterhead. The American Humane Assn., P.O. Box 1266, Denver, CO 80201.

Children's Books for $1.50 or Less. Listings include picture books, fiction for intermediate and older children, books about social studies and music, and reference books. Indexed. 1969. 48 pp. $1. Assn. for Childhood Education Intl., 3615 Wisconsin Ave., N.W., Washington, DC 20016.

The Art of Being a Good Student. Titles include publications on the learning process, how and where to study, the tools of study, and why it is important to study. 1969. 5 pp. 10¢. Spokane Public Library, Comstock Bldg., West 906 Main Ave., Spokane, WA 99201.

ELEMENTARY EDUCATION

Rhythmic Activities for the Classroom. A guide to teaching the art of movement and dance. 1969. 48 pp. $1.25. No. 376. The Instructor Publications, Inc., Dansville, NY 14437.

Math Projects: Map-Making. Experiments and projects include reading landmarks, using the compass, and mapping the outdoors. For grades 4-6 or for retarded readers grades 6-10. 1968. 48 pp. $1.50. Book-Lab, Inc., 1449 37th St., Brooklyn, NY 11218.

Poems Children Will Sit Still For: A Selection for the Primary Grades. Contains 106 poems, covering a wide range of children's interests and experiences, that teachers, librarians, parents, and others will enjoy reading to—and with—boys and girls. Also includes suggestions on how to introduce or read the verses and biographical sketches about the poets. 1969. 128 pp. $1.65. Citation Press, 50 West 44th St., New York 10036.

What We Do Day by Day. Portfolio of 12 study prints. Color photos of health practices through a young child's day—brushing teeth, eating lunch, sleeping, etc. Includes teacher guide material. 1969. 11 x 13½ in. $1 per set. National Dairy Council, 111 North Canal St., Chicago 60606.

HEALTH EDUCATION

What's New on Smoking in Films. Lists films and filmstrips issued by member agencies of the National Interagency Council on Smoking and Health. Subjects of interest to young people and adults, smokers and nonsmokers. 1969. 6 pp. 10¢. Cat. No. FS 2.2:SM 7/10/969. Supt. Doc.

SCIENCE EDUCATION

Albert Einstein: The Man and His Theories. A close-up of Einstein the man—his early life, his professional career, and the formulation of his ideas and the struggle for their acceptance. Includes extracts from his writings. One of the *Profiles in Science Series*. 1969. 160 pp. 75¢. Fawcett World Library, 67 West 44th St., New York 10036.

Log of Apollo 11. A timed report of the mission to the moon and back from 9:32 a.m. E.D.T., July 16, to 3:55 p.m., July 24. With color photos. 1969. 12 pp. 35¢. Cat. No. NAS 1.19:72. Supt. Doc.

ENGLISH TEACHING

Get More Out of Your Newspaper. A guide to reading the newspaper for profit and pleasure. 1968. 39 pp. 10¢. The New York Times Co., 229 West 43rd St., New York 10036.

SOCIAL STUDIES

The Marketing Story. Explains in layman's language the role of marketing functions in the American economy. Also helps the citizen to become better informed and better able to make decisions in the marketplace. 1968. 48 pp. 30¢. No. 10 of the series *Do You Know Your Economic ABC's?* Supt. Doc.

Extrapolate! A Guide to Creative Teaching in the Social Sciences. Part II. Activities for the use of the newspaper in the classroom. 1968. 102 pp. Single copy free upon request on school stationery. Chicago Sun-Times, School Service Division, 401 North Wabash, Chicago 60611.

The Negro in the City. One of the books in the series, *Problems of American Society*. Analyzes the problems, identifies the causes, documents their effects, and reviews solutions. Included are personal experiences, official actions, and statements by eyewitnesses and political leaders. 1968. 192 pp. 75¢. Washington Square Press, Inc., 630 Fifth Ave., New York 10020.

East Pakistan: In the Wake of the Cyclone. Includes a narrative, interwoven with geographical, cultural, and historical background, and primary source materials such as letters, excerpts from diaries, statistical charts, and newspaper clippings. Also includes study aids and suggestions for further research. One of the *Oxfam Series* of case studies of developing nations. 1967. 50 pp. $1. Houghton Mifflin Co., 53 West 43rd St., New York 10036.

The American's Creed. Poster, suitable for framing. Handwritten copy of the creed surrounded by a border of pictures of the Presidents. 1969. 11 x 14 in. $1. Veterans of World War I of USA, Inc., 40 G St., N.E., Washington, DC 20002.

Social Policies for America in the Seventies: Nine Divergent Views. Concerned with the possible alterations in our economic and social values and systems as we enter a world that is being fundamentally altered by the impact of science and technology. Covers such topics as education, job patterns, overdeveloped countries, and income distribution. 1968. 210 pp. $1.25. Doubleday & Co., Inc., Garden City, NY 11530.

The Edgar Allan Poe House. Model kit. One in the *Re-DISCOVER AMERICA Historic Landmark Series*. Scaled (⅛ in. = 1 ft.). 1969. $1.95. Freund Enterprises, 41 Union Square West, New York 10003.

The U.S. and Foreign Trade. Explores the issues surrounding the question of whether U.S. foreign trade policy should move in the direction of freer trade or protectionism during the 1970's. Also includes a glossary on world trade and a bibliography. 1968. 88 pp. $1. *Intercom*, Vol. 10, No. 3. Foreign Policy Assn., Inc., 345 East 46th St.. New York 10017.

SOURCES

Bookplates for Literacy. Five designs. 1968. 2¾ x 3½ in. Packages of 10 for $1. UNESCO Gift Coupon Office, Box 2201, United Nations, New York 10017.

Free for Teens. Tells where and how to get free posters, books, records, magazines, sample cosmetics, wall decorations, kits, and other items. 1969. 192 pp. 60¢. Ace Publishing Corp., 1120 Avenue of the Americas, New York 10036.

Motion Pictures Produced by the University of Iowa. Lists 284 films under more than 25 different subject headings which are available for either rental or purchase. 1969. 30 pp. Free. Audiovisual Center, Division of Extension and University Services, University of Iowa, Iowa City 52240.

Sources of U.S. Government Films and Audiovisual Materials. List of federal agencies which have items available for loan, rental, purchase, or television use. July 1969. 14 pp. Single copies free. Division of Information Technology and Dissemination, Bureau of Research, U.S. Office of Education, Washington, DC 20202.

Educational Paperbacks. Lists 300 paperback editions of literary classics, literary critiques, review books, study aids, and guidance books. For schools, colleges, and libraries. 1969. 31 pp. Free. Barron's Educational Series, Inc., 113 Crossways Park Dr., Woodbury, NY 11797.

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RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in instruction can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports in Research in Education *and* School Management.

Why do so many freshmen drop out of college?

A recent study showed that freshmen dropouts—who totaled about half the entering class—scored lower on aptitude and achievement tests than did those who were not dropouts. However, the dropouts listed adjustment problems, not academic failure, as their major reason for dropping out.

The study, which was supported by the USOE Bureau of Research, included interviews with dropouts three years after they had left school, and found that many dropouts specifically cited little or no contact with professors as part of the reason for their leaving school. (*R in E* ED-003-672)

How do American children compare with British children in their mastery of the language arts?

Researchers tested typical public school pupils in England and Scotland on reading, writing, and spelling achievement at ages 7, 11, and 14. Then they measured the results against American test norms and against the scores made in Jackson, Michigan, and Pinellas County, Florida.

They found that although the Scottish and English children outdistanced the Americans in almost every category tested at age 7, most of their advantage evaporated as they grew older. By the time they were 14, the American children had caught up in handwriting and had moved ahead of the Scots in reading comprehension.

However, the Britishers did not lose their lead in spelling; the report discloses that by American standards, English and Scottish children did indeed spell very well. A part of their spelling skill was attributed to the heavy dose of phonics they received in reading classes. But they also looked better than the Americans because once the Michigan children were about 11, their spelling began to go downhill. The British 14-year-olds also kept a slight edge over the Americans on the word-meaning test.

The researchers concluded that relatively rigid formal instruction apparently pays off best for subjects like writing and spelling, inasmuch as the British children begin formal instruction a full year earlier than the American, spend more time in class, and face a more rigorous formal program from the start.

However, they observed that in the case of reading comprehension, much depends on browsing done outside the classroom. Since American pupils are encouraged to visit libraries, to delve into magazines, and to read independently, they tend to improve on their own. (*R in E* ED-003-313)

What do classroom teachers generally think about instructional equipment and materials?

In Evanston, Illinois, classroom teachers in five elementary and two junior high schools were recently surveyed on this subject.

From their evaluations of their students, a large majority of the teachers said that with the use of a wide variety of materials and equipment the students made greater improvement than without.

Generally, all the teachers felt their own skills were improved from things they saw or heard in the materials. Of the lab school teachers, who had the most materials and equipment, 91 percent said they had learned some new ways of teaching or explaining that they hadn't thought of before. The same percentage reported using more materials now in more ways than ever before.

Replies indicated that overhead transparencies were used the most frequently by teachers, followed by phonograph records, films, and filmstrips. Students, on the other hand, most often worked with filmstrips, phonograph records, overhead transparencies, and audiotapes, in that order. In the school with the greatest amount of equipment and materials, students spent twice as much time using them as in the other schools. □

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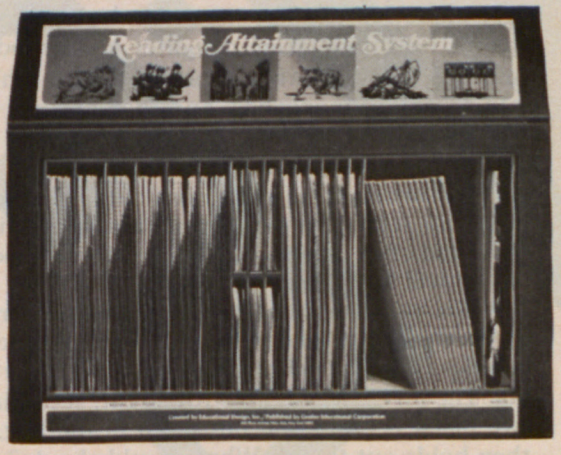

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Lateral Thinking

THE SEARCHING MIND

EDWARD DE BONO, *assistant director, Department of Investigative Medicine, Cambridge (England) University; scientist; and author.*

□ **How many people will have a single new idea in the** course of their lives? How many would be capable of inventing the wheel if it had not been invented? Some people always seem to be having new ideas, while others of equal intelligence never do.

Since Aristotle, logical thinking has been exalted as the one effective way in which to use the mind. Yet the very elusiveness of new ideas indicates that they do not necessarily come about as a result of logical thought processes. Some of us are aware of another sort of thinking that is most easily recognized when it leads to those surprisingly simple ideas that are obvious only after they have come about.

Let's take a look at this sort of thinking, which is quite distinct from logic and often more useful in generating new ideas. I use the term *lateral thinking* to describe this other sort of thinking and the term *vertical thinking* to denote the conventional logical process. The latter is like digging one hole deeper and deeper; the former requires abandoning the hole and striking off to the sidelines to dig numerous experimental holes. Because the process of education is usually effective and because education is designed to make people appreciate the holes their betters have dug for them, hole hopping is rare.

Lateral thinking is easiest to appreciate when seen in action, as in the following situation:

A merchant owes a huge sum of money to an old and ugly moneylender. The moneylender fancies the merchant's beautiful young daughter and proposes a bargain. He will put a black pebble and a white pebble into an empty moneybag, and then the girl will draw out one of the pebbles. If she draws out the black pebble, she will become his wife and her father's debt will be cancelled. If she draws the white pebble, she will stay with her father and his debt will still be cancelled. But if she refuses to draw a pebble, her father will be thrown in jail.

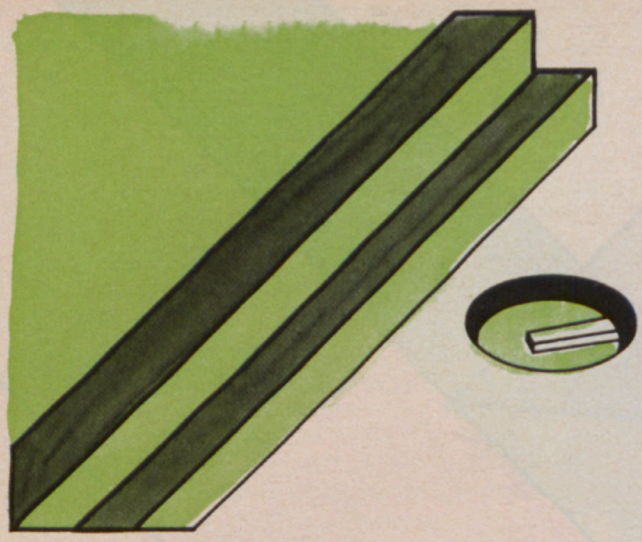
When the merchant and his daughter reluctantly agree, the moneylender stoops down and picks up two pebbles from the pebbly path on which they are standing. The girl, sharp-eyed with fright, sees him pick up two black pebbles and put them in the bag, which he then holds out to her. What should she do?

If you were the girl, what would you do? How would you try to solve the problem? Vertical thinkers are concerned with the fact that the girl must take out a pebble; lateral thinkers become concerned with the pebble that will be left in the bag.

The girl in the story reaches into the bag and draws out a pebble without looking at it. She fumbles and drops it on the path exclaiming, "How clumsy of me! But you can tell which pebble I picked by the color of the one that's still in the bag."

An exactly parallel example is the three-card trick in which the cardsharp offers three cards face down and invites the player to pick out the queen. By sleight

inking



of hand maneuvering of the cards, the sharpie at first allows the player to win some money; then in the same way he makes it impossible for the player to find the queen. At this juncture, if the player could change his point of view, he would bet that the card he indicates is *not* the queen.

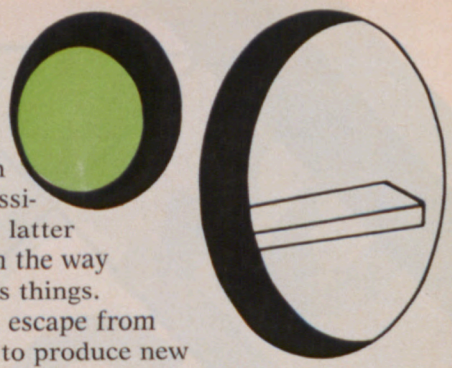
Another example concerns what you would do if you were in your car on a narrow road, confronted with a flock of sheep. The answer is to get out of the car, herd the sheep past the car, and then drive on. Many people would be stymied trying to get the car past the sheep rather than the sheep past the car.

Profound effects can come from a very simple change in the way one looks at something. One of the most effective discoveries of all time came about when Edward Jenner shifted his attention from why most people got smallpox to why dairymaids apparently did not. From the discovery that harmless cowpox gave protection against deadly smallpox came vaccination and the end of smallpox as a scourge in the western world.

In one of Sherlock Holmes's cases, Dr. Watson pointed out that a certain dog was of no importance to the case because it did not appear to have done anything. Holmes took the opposite point of view and maintained that the fact that the dog had done nothing was of the utmost significance, for it should have been expected to do something. On this basis he solved the case.

A shift from the obvious way of looking at something to a less obvious way may require no more than a shift of emphasis. This isn't especially difficult to do once you get into the habit of trying—but first you have to be interested in trying.

Our minds divide the continuity of the world around us into discrete units, and familiarity dictates the choice of the parts into which we dissolve the whole. Once these units of convenience acquire names, they are frozen and immutable. The rigidity of words is associated with the rigidity of classifications, and the latter leads to rigidity in the way we look at various things.



Those who can escape from this rigidity tend to produce new ideas much more often than those who cannot. A World War II story tells of a pilot who was flying a bomber home and began having difficulty with the controls. He discovered a leakage in the hydraulic system, but there was no fluid available to fill it up. In the end the crew was saved because someone thought of using urine to refill the system: a simple and apparently effective solution, but most people would never have thought of it because urine and hydraulic fluid are so far apart in name and classification.

A similar example is that of an unlit lane which was so narrow that cars entering it had to back out again. Few cars had back-up lights and most had great difficulty getting out without colliding with something. One day someone thought of using his directional signals, which flashed brightly at the rear of the car and intermittently lit up the road. This worked very well. Presumably no one had thought of it before because directionals are named and classified as signals and not as back-up lights.

A useful technique for escaping from the fixed parts of a problem is to break the parts down into still smaller parts and then recombine these parts to form larger, novel units. With some effort and much practice, one can find many more ways of looking at a situation than just the most probable. If the situation presents a definite problem, the need for lateral thinking and new ideas is fairly easy to recognize; but in nonproblem situations, this need is harder to see. Any enterprise without problems has little chance of progress. Problems are the jolts that shift things out of the smooth rut of mere adequacy. The biggest problem may be that there is no apparent problem.

Toward the end of the last century, physicists were very pleased with themselves. Everything that needed explaining seemed to have been explained. Theories and measurements fitted neatly together. Tidying things up was all that remained to be done. Then along came Planck and Einstein, and it soon became obvious that physics had only just begun.

Einstein's creation of the theory of relativity is a perfect illustration of the fact that new ideas can come about without any new information at all. What Einstein did was to look at all the existing information that everyone else was content to fit into the Newtonian structure, and to put it together in a completely new way. The experiments confirming the theory came afterwards.

Too often we assume that no one has the right to

Dr. de Bono wrote at greater length on this topic in his book, NEW THINK, Basic Books, 1968. He is also the author of THE FIVE-DAY COURSE IN THINKING, Basic Books, 1967; THE MECHANISM OF MIND, Simon & Schuster, 1969; and the forthcoming TEXTBOOK OF LATERAL THINKING, Ward Lock, London, 1970.

doubt an explanation unless he can offer a better one. This is a most effective way of inhibiting new ideas. No way of looking at things is too sacred to be reconsidered. Though things may fit together and make sense, this does not preclude their being put together in a new way that makes even more sense. Every person has the right to doubt everything as often as he pleases, and the duty to do it at least once.

We underestimate the effect of the dominance of old and apparently adequate ideas. Like old and adequate cities, they come to polarize everything around them. All organization is based on them; all things are referred to them. Although we can make minor alterations on the outskirts, we find it impossible to change the whole structure radically and very difficult to shift the center of organization to a different place.

Sometimes the danger is not overawareness of an idea, but neglect of ways of looking at things that are blotted out by a dominant idea. The story of the jumping spider illustrates this in a macabre fashion. The schoolboy had an interesting theory: He maintained that spiders could hear with their legs and said that he could prove it.

He placed the spider in the middle of a table and said, "Jump!" The spider jumped. The boy repeated the demonstration. Then he cut off the spider's legs and put it back on the table. Again he said, "Jump!" But this time the spider remained quite still.

"See," said the boy, "you cut off a spider's legs, and he goes stone deaf."

Probably the best caricature of the vertical thinker who becomes dominated by an idea is provided by the man whose cat had a kitten. Tired of letting the original cat in and out, he had hit on the idea of cutting a hole in the door so the cat could come and go as it pleased without bothering him. As soon as the kitten arrived, the man at once cut a second, smaller hole in the door.

How does one escape from the influence of dominating ideas? A useful lateral thinking technique is to pick out quite deliberately, to define and even write down, the idea that seems to be dominating the situation. Once you have exposed an idea in this way, recognizing and therefore avoiding its polarizing influence becomes easier. But the exposure *must* be careful and deliberate.

Another technique is to acknowledge the dominant idea and then gradually distort it until in the end it loses its identity and collapses. The distortion may simply involve carrying the idea to extremes, or it may involve exaggerating only one feature. Again, the process must be very deliberate and self-conscious.

In tackling a problem, we commonly assume a set of limits within which the solution must lie. We define the boundaries of the problem by assumption, and then within those boundaries proceed to find a solution through vertical thinking. Very often, however, the boundaries are imaginary, and the solution may lie outside them.

Take the apocryphal story of Columbus and the egg. When his friends taunted him, saying that discovering America was really easy since one had only to point west and keep going, he asked them to stand an egg on end. They tried but failed. Then Columbus took the egg, flattened one end, and stood the egg up. Naturally his friends protested that they had thought the egg could not be damaged. They had assumed limits for the egg problem that did not in fact exist. And they had also assumed it wouldn't be possible to point west and keep on sailing. This feat of navigation seemed easy only after Columbus had shown that their assumptions were imaginary.

The search for alternative ways of looking at things does not come naturally. The natural tendency of the mind is to become impressed by the most probable interpretation, and then to proceed from there. This tendency, though, can be overcome. One technique that seems deceptively simple is to predetermine the number of ways in which you will look at any situation. Deliberately make yourself look in several ways at each problem you encounter—say, three or five or more. No matter how absurd your forced interpretations may seem, make yourself fill the quota. In time and with practice, finding other ways of looking at a situation becomes less of an effort.

Another useful technique is to turn things upside down or inside out by consciously reversing some relationship. Reversal is easy wherever a direction is involved, for one direction implies an opposite direction.

A further technique is to shift emphasis deliberately from one part of a problem to another. Place each part in turn under the spotlight of attention and give even the most insignificant part of the problem its fair share.

Perhaps the clearest example of the benefit to be derived from looking at things in different ways is to be found in mathematics. Any equation whatsoever is nothing more than two different ways of describing something. Yet having two ways instead of one is so useful that it is one of the cornerstones of mathematics. Having the two different ways of looking at something on either side of the equal-sign makes it possible to manipulate the whole thing into an answer.

Thinking can be compared to walking over rocky terrain. One way is to move slowly and cautiously, balancing carefully on rock after rock. The other way is to move swiftly over the rocks, pausing so briefly on each that a precise balance at every step is no longer required. When you reach something interesting, you can always look back and pick out the surest way of getting there again. You may have to be at the top of a mountain to discover the best way up.

Vertical thinking has the great disadvantage of needing to be right each step of the way—that is the very essence of logic. And this need to be right at every stage is probably the biggest bar there is to new ideas. With lateral thinking, only the final conclusion need be correct.

The experts laughed at Marconi's idea that he could transmit a signal across the Atlantic. They assured him that since wireless waves traveled in straight lines, they would not follow the curvature of the earth

but would stream off into space. Logically, the experts were correct. But Marconi tried, persisted, and succeeded in sending a signal across the Atlantic. Neither he nor the experts knew about the ionosphere, which bounced back the wireless waves that would otherwise have streamed off into space as predicted. Had Marconi been rigidly logical all along, he would have abandoned his idea.

We can point to many another example of an effective discovery that came at the end of a line of reasoning that was certainly not correct at every stage. The discovery of adrenalin, for instance, came about through a mistaken impression:

A certain Dr. Oliver had developed a gadget that he thought measured the diameter of the wrist artery through which we feel the pulse. He measured the diameter of this artery in his son under a variety of conditions, one of which involved the injection of an extract of calves' adrenal glands. He thought he detected that this injection decreased the artery's size. We now know that the effect of adrenalin on the diameter of a large artery would be undetectable, but Dr. Oliver rushed with his "discovery" to Edward Peter Sharpey-Schafer, a renowned physiologist and professor. The professor was disbelieving but, persuaded eventually by Dr. Oliver's enthusiasm, he injected some of the extract into a dog whose blood pressure was being measured. To his amazement, the dog's blood pressure rose in an extraordinary fashion; the effect of adrenalin had been discovered.

The highroad of vertical thinking leads straight toward what seems to be the solution to a problem, but the most effective solution may require that one proceed in exactly the opposite direction. If you separate domestic fowl from some food by a wire screen through which they can see the food, they will look straight at the food and try hard to get through the screen. A dog will realize that to get the food he must first of all go away from it and get around the wire screen.

Making this detour is easy when an obstacle obstructs the most obvious route toward a solution; it is less easy to choose to go in the opposite direction when there is no apparent obstacle. When the two women, each claiming to be the mother of an infant, were brought before King Solomon, he ordered that the baby be cut in half and half given to each woman. This order went in exactly the opposite direction to his chief concerns, which were presumably to see that justice was done and to save the baby. Yet the ultimate effect was to reveal the real mother, who would rather let the other woman have the baby than see it killed.

If you are stopped on a hill and the car in front of you starts to slip back toward you, the natural thing is to try to reverse (assuming there is a stream of traffic in the other lane). However, to do the opposite and drive up to the car in front may make more sense. This lessens the impact, and at this point the brakes of your car may be sufficient to hold the car that is slipping back.

We can make use of chance to generate new ideas. Most of us can remember among our own experiences a number of significant events that happened by chance. Chance events—that is, events that did not occur by design—have initiated valuable contributions to progress.

A tiny spark playing on a piece of apparatus across the room from the equipment Hertz was using caught his eye, and wireless waves were discovered. Roentgen forgot to remove a specially prepared fluorescent screen from a table on which he was playing with a cathode ray tube, and X rays were discovered.

The role of chance in generating new ideas is to give us something to look at that we wouldn't have looked for. Probably the ideal way to encourage this process is through play. But the play must be purposeless, without design or direction. Playing around is an experiment with chance.

James Clerk Maxwell, one of the very greatest scientific and mathematical geniuses, was forever playing. In the midst of a dinner party, he would be lost to the other diners as he fiddled with the cutlery, a reflection from a glass, or a drop of water. Maxwell knew the value of play, for as a teen-ager he had started his scientific career by playing around with pins and threads after he had heard a lecture by Hay, an artist who obtained his effects in this way. With pins and thread Maxwell learned how to draw ellipses, and from this he went on to contribute a piece of original work on the drawing of oval curves when he was still so young that someone else had to read his paper to the Edinburgh Royal Society, since no one in short trousers was allowed to appear before the assembly.

The mind is a memory environment that allows information to organize itself into those patterns we know as concepts, ideas, and reactions. Though highly effective, the system has serious defects arising from the rigidity and persistence of the patterns formed. Its mechanism for updating patterns is extremely weak, and we are now becoming more and more aware of this deficiency. We have developed tools for rearranging concepts, but we need to develop tools for restructuring them. Lateral thinking is such a tool.

My use of scientific ideas to illustrate the way new ideas come about may have given the mistaken impression that lateral thinking is only for those engaged in research work. But this way of thinking can just as well be applied to other situations. The process is a basic one. The mother who put her child in a playpen to stop his pulling the Christmas tree to bits was using one sort of thinking; the husband who decided it made more sense to put the tree into the playpen, instead, was using another sort of thinking.

All of us can think back on isolated instances of lateral thinking that were quite useful at the time. To my mind, the charm of this kind of thinking is that it is an exciting search for the simplicity of a good idea and that it is open to everyone, for it does not depend on sheer intelligence. □

♦ *For another article on thinking—this one about teaching children how to think—see page 60.*

SPECIAL FEATURE ON CAMPUS

UNREST

◆ In an attempt to understand campus unrest and in the hope of casting light on some possible solutions to this national problem, the editors of Today's Education have not only discussed the issues with students, educators, and parents, but have studied stacks of literature—magazine and newspaper articles, books, and transcribed lectures—dealing with the subject. This month's special feature brings readers a representative sampling of the kinds of thinking we have encountered, along with specially prepared statements reflecting the diverse viewpoints of a retired dean of students and of three students from campuses where unrest has been a critical issue.

The editors call your attention to the NEA current resolution, Student Involvement (69-12), which was printed in full in the October issue.

As long as this country is participating in something as immoral as this (Vietnam) war . . . it's going to have trouble with its youth. The question of ending that war ranks highest on our list.

—CHARLES F. PALMER, *president, U.S. National Student Association, Washington, D. C.*

A DUBIOUS FUTURE

I think I know what is bothering the students. I think that what we are up against is a generation that is by no means sure that it has a future. And it isn't just their generation; it's mine, too. We're all in it together.

Are we to have a chance to live? We don't ask for prosperity or security; only for a reasonable chance to live, to work out our destiny in peace and decency, not to go down in history as the apocalyptic generation.

Unless we can be surer than we now are that this generation has a future, nothing else matters. It's not good enough to give it tender, loving care, to supply it with breakfast foods, to buy it expensive educations. Those things don't mean anything unless this generation has a future. And we're not sure that it does.

—GEORGE WALD, *professor of biology, Harvard University; winner, 1967 Nobel Prize for psychology and medicine, writing in the* Boston Globe, *March 12, 1969.*

DEALING WITH CAMPUS PROTEST

Neither universities nor civil communities can afford to permit student power to take over. Security plans should be developed by each institution for as many possible protest situations as can be anticipated. I still feel that, basically, the faculty should have major responsibility for teaching and research, the student for learning, and the administration for providing the necessary facilities and atmosphere in which teaching and learning can best take place.

Many universities will be required to resort to city and state police protection when rioting, violence, and disruption occur. Unfortunately, the press, radio, and television do tend to exaggerate campus problems and issues. Students will continue to take advantage of the mass communications media to promote their causes. Many students, normally quiet and uninvolved, will turn on like tigers during a protest in the hope of somehow "making" the Huntley-Brinkley Report.

Universities must update as quickly as possible their campus rules and regulations, in association with legal counsel. Such matters as due process in disciplinary procedures, rules governing demonstrations, questions of search and seizure, and revision of handbooks should receive first priority.

Greater effort must be put forth by our colleges and universities to solve age-old campus and community problems being faced by Negro students. Moreover, universities must redouble their efforts to recruit students from every segment of our society where intellectual talent appears.

Universities in the past have been both educational and custodial institutions. They have been expected by the community and some parents to be responsible for each student's personal conduct—specifically, conduct involving drinking and sex. However, research shows that college drinking problems are really no different from the drinking problems of the community at large and, generally speaking, the sexual behavior of students is better than that of the community. Consequently, I feel that we need to move away from the provincial custodial role as rapidly as possible.

We need to find ways to personalize as much as possible human relationships within the total university community. This would include not only students, faculty, and administrators, but all who work within the academic community.

—WILLIAM R. BUTLER, *vice-president for student affairs and professor of education, University of Miami, Coral Gables, Florida, speaking at the Governmental Research Association Conference.*

PARTICIPATION RATHER THAN CONFRONTATION

College students today are more sophisticated than ever before, and have a greater capacity for maturity and responsibility. Increasingly in recent years, they have demonstrated these qualities in war, politics, social service, and other endeavors. It does not seem unreasonable that they should seek similar opportunities on the campus. If a university is to encourage its students to be active and participating members of society after graduation, that university should make it possible for students to contribute to the enrichment of campus life before graduation.

Universities have traditionally been the fountainhead of ideas for social progress in our nation. It would be wasteful now not to give this generation of college students an opportunity to participate meaningfully in giving new relevance to our universities.

I view as reasonable student demands for participation in the major decisions of the university which affect so directly the lives of the students. The idea of giving students a greater voice in the development of relevant and selected courses and curriculums makes sense.

I am not suggesting, however, that the university administration and faculty abandon their responsibilities, and I am not prepared to support the idea of totally autonomous and segregated programs.

My point is this: A university education should not be an isolated experience, in terms of the relevance of learning as well as the opportunity for citizenship. We must develop lines of communication with our young people and open the door to participation rather than confrontation.

In spite of efforts to open their doors and windows on the world, universities are nearly complete communities within themselves, and thus once removed from the outside world. This makes the problem of relating the life of faculty, students, and administrators within a university to the outside world far more difficult than many would admit. But a hothouse arrangement will deprive the university of the creativity and vitality of youth, and prevent the students from developing self-discipline, maturity, and judgment.

—EDMUND S. MUSKIE, *U.S. Senator from Maine, speaking at a meeting of the American Association for Higher Education.*

THE REAL TROJAN HORSE IN HIGHER EDUCATION

Anyone familiar with its program and objectives with respect to American universities knows that the Students for a Democratic Society (SDS) is a formidable threat to peace and continued education, as hitherto understood, on American campuses. Its members constitute a hard, fanatical core of highly politicalized individuals, extremely skillful at generating conflicts and disruption through agitation and manipulation of mass organizations. They and their congeners among the New Left, including their faculty allies, would be hard to contain even by wise and enlightened administrators and faculties. Unfortunately, wisdom and enlightenment have not been conspicuously evident even in places where one would expect them. This is suggested by the fact that the worst excesses have occurred at the most liberal institutions—at the University of California, San Francisco State College, Roosevelt University, Columbia University, and New York University, for example.

My thesis is that the explanation of the failure to meet the challenge of student disruption is a mistaken theory of liberalism, a reliance upon what I have called ritualistic rather than realistic liberalism, a doctrinaire view that does not recognize the difference between belief or doctrine and behavior, ignores the fact that, in law and common sense, incitement to violence is a form of behavior; and does not realize that although order is possible without justice, justice is impossible without order.

In the light of recent events on campuses and the reactions they have inspired, it should be obvious that the SDS is *not* the Trojan Horse in American higher education. It makes no secret of its desire to destroy American democratic society and the universities, which it considers a faithful replica of that iniquitous society. No, the Trojan Horse in American higher education is the rickety structure of doctrinaire thought that shelters the SDS, gives it a free field for operation, retreats before the politics of confrontation, and either shrinks from applying fairly and firmly the rules of reason that should bind the academic community or interprets them as if they had no more restraining force in times of crisis than ropes of sand.

—SIDNEY HOOK, *professor of philosophy and psychology, New York University, writing in* Educational Record, *a publication of the American Council on Education, Winter, 1969.*

WHEN THEY CAN LAUGH AGAIN

. . . While anger and frustration come easily to the young, so should laughter, the healthy, gay, unashamed laughter that can cure a sick society when it once again sounds on campus to mark the pleasures of discovery. When they can laugh again, the young will observe that in the receding ranks of their elders fools are far more numerous than scoundrels, and they may be comforted to find that even a fool is capable of loving his children.

—HARRY S. ASHMORE, *fellow, Center for the Study of Democratic Institutions, Santa Barbara, writing in* The Center Magazine, *July 1969.*

Why Student Unrest?

The majority of so-called students in American colleges do not want to be there and ought not to be; an academic environment is not the appropriate means of education for most young people, including most of the bright.

The present expanded university is coercive in its very nature; the young **have** to go there for various well-known reasons—none of which is necessary for their well-being or the well-being of society. Then when militants defy the coercive institution and shout, "Shut it down!"—as Mark Rudd said, "I hate Columbia"—the majority are coolly complacent because they don't care for the place either. And given the ridiculous expansion, which makes serious university work with students impossible, many of the faculty are complacent, too. If the police move in brutally, there is then a surging of youth-loyalty and faculty fatherliness, which are authentic, unlike the college itself. The real enemies are the administrators, who have imperially aggrandized their institutions, and the parents, employers, professional associations, and government, who have put a premium on useless mandarin diplomas.

In brief, every one of these campus disorders is essentially a prison riot. If the colleges were truly voluntary associations, the disorders would never occur or would be immediately quelled by the actions of the members who would protect what they love. The issue of "student power" is a cop-out. It makes no difference if a voluntary university is run by its students, like medieval Bologna or Salerno, where the young hired professors because they wanted to study law and medicine, or run by its faculty like Paris, where the students came to listen to these particular theologians.

The issue of military contracts and recruitment, however, is genuinely political, and the talk about disrupting colleges is irrelevant; here I am for the disrupters.

—PAUL GOODMAN, *in a letter to the editor.*
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DANGEROUS BABBLING

The problem of establishing, or reestablishing, the codes that should govern the conduct of the academic community is our most immediate and disturbing problem and affects anything else that we may wish to do. This does not call for moral fever. A fever may be the body's ways of reacting to a bad condition, but it can lead to delirium as well as to cure. And I think it unquestionable that on our campuses, and off them, something very like delirium has overtaken us.

Indeed, as in a delirium, we have begun to babble. Scholars who are usually careful, reporters who are normally judicious, have fallen into a use of language that systematically distorts the facts and makes it impossible to deal with them. People speak of *the* students when they mean some students, and usually a minority. They use the word *demonstration* to describe disruption and rioting. They describe the polarization of opinion on a campus as a confrontation between students and administrators when, in fact, large numbers of other students are also being confronted and affronted. They speak of *repression* of student protest when they mean the enforcement of rules necessary for free and unintimidated study and debate. They speak of *relevance* in education when the demand is for the politicalization of education and the dismissal of the ideal of impartiality. And they speak of *an attack on racism* when the demand is for the creation of separate and segregated educational institutions organized on racial lines.

The disease of which this fever is the symptom is a real and serious disease. Admittedly, the intentions of many of those who use words in this way are generous, and the contamination of language and thought to which they are contributing is unwitting, but we shall either talk straight or go crazy.

If the teachers and administrators of the country do not talk straight, what can we expect from our students? To be fuzzy and equivocal about basic principles because the people who are challenging them are young, and, as the saying goes, need our understanding, is the worst kind of condescension. And to allow the etiquette of civilized discourse to be destroyed in the name of freedom, humanity, and justice is a sour and ugly parody of moral idealism. The practical tactics that are used to deal with campus disorders may well differ in different places because circumstances vary. But tactics should not be allowed to leave principles in confusion.

Administrators and teachers are officers of institutions of learning, and they have one supreme obligation: This is to be intolerant of intolerance, to protect the conditions for free, unintimidated individual speech and inquiry. They have the obligation to protect this right for all members of the educational communities they serve. There is much talk in colleges and universities these days about the *legitimacy* of student grievances and student protests. Well, an essential test of legitimacy is available: It is whether the protesters are compatible with the maintenance of free universities.

If rational discourse disappears from colleges and universities, how shall we maintain or recover it in the larger society? And if we lose the struggle there, what will the youth of the future say of us? Perhaps they will not know enough, or be free enough, to say anything. But I know they will not thank us for equivocating about the value of civilized conduct. I think that most of the young today know this. It is for us, the teachers and administrators, to make it plain that we know it too.

—CHARLES FRANKEL, *professor of philosophy, Columbia University; planning director, Vassar Institute for Advancement of College and University Teaching, speaking at a meeting of the American Association of School Administrators.*

"Well, it's been a hard and expensive road, son . . . tuition . . . books . . . bail . . ."

In the San Francisco Chronicle

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BORN TOO SOON

When I was a student,
I was quiet.
I didn't protest,
I didn't riot.
I wasn't unwashed,
I wasn't obscene,
I made no demands
On prexy or dean.
I sat in no sit-in,
I heckled no speaker,
I broke not a window . . .
Few students were meeker.
I'm forced to admit,
With some hesitation,
All I got out of school
Was an education.

—RICHARD ARMOUR, *author; emeritus dean of the faculty and professor of English, Scripps College, Claremont, California;* in The Wall Street Journal.

From Their Point of View

One of the things that impresses people about the student demonstrations is the strong stand that some members of the faculty are taking on the issues.

I was on the campus of Northamnesty University and ran into a professor who was trying to stop his nose from bleeding. His clothes were torn up and he was walking with a pronounced limp.

"What happened, Professor?" I asked as I helped him search for his glasses.

"The militant students just took over my office and threw me down the stairs."

"Why, that's terrible," I said.

"From MY point of view it is, but I think we have to look at it from their point of view. Why did they throw me down the stairs? Where have we as faculty failed them?"

"Are you going to press charges?"

"On the contrary. If I pressed charges, I would only be playing into the hands of the repressive forces outside the University who would like nothing better than to see the students arrested for assault."

"But they did assault you?"

"Yes. I have to admit I was surprised about that. But there was one heartening note. As they threw me down the stairs, one of my students yelled, 'It isn't you, professor. It's the system.'"

"That must have made you feel better."

"As I was tumbling down, the thought did occur to me that at least there was nothing personal in it."

"Say, Professor, isn't that the Philosophy Building going up in flames?"

"I believe it is. Now, why did they have to go and set fire to the Philosophy Building?"

"I was going to ask you that."

"I'm not quite sure, because I haven't seen any of the students since they threw me down the stairs. My guess is that it probably has to do with something the administration and the students are at odds about."

"But that's a terrible thing to do."

"I don't think we should make judgments until all facts are in. I would say burning down a philosophy building could be interpreted as an unlawful act. At the same time, there are moments when an unlawful act can bring about just reforms."

"But the books, the records, the papers are all going up in smoke. Shouldn't we at least call the fire department?"

"I don't believe the fire department should be called until the faculty has met and voted on what course of action should be taken. There are times when a fire department can only inflame a situation. We should also hear from the students who started the fire and get their side of it. After all, they have as much stake in the University as anyone else, and if they don't want a philosophy building, we should at least listen to their arguments."

"I never thought of it that way," I admitted. "Professor, I know you can't see very well without your glasses, but I believe the militant students over at the quadrangle are building a scaffold. They wouldn't hang anyone, would they?"

"They haven't before," the professor said. "But it's quite possible that this is their way of seeking a confrontation with the establishment."

As we were talking, a group of students rushed up and grabbed the professor. "We got one here," the ringleader shouted. "Get the rope."

"Don't worry, Professor," I shouted as I was pushed away by the mob. "I'll get the police."

"I wish you wouldn't," he said calmly as the students led him toward the scaffold. "If we don't let the students try new methods of activism, they'll never know for themselves which ones work and which ones are counterproductive."

—ART BUCHWALD, The Washington Post, *April 24, 1969.*

WHAT STUDENTS WANT

If I had to sum up in a single sentence the root cause of student unrest I should say this: Students desire and deserve, and universities in varying degrees deny them, an adequate say in determining what happens to them in our institutions of higher learning.

So what is it that students want, and what can colleges and universities do? First, they want—and I see no reason why they should not have—full responsibility for their personal conduct on and off campus. I think it is high time the university got out of the custodial business, and let students run their lives the way ordinary Americans do—subject, of course, to the same laws and the same penalties that govern us all.

Second, they want—and I see no reason why they should not have—an opportunity to express their views on the teaching performance of individual faculty members and to have their views count for something. I am inclined to agree with the students who feel that without some such opportunity research will continue to wax and teaching will continue to wane as a factor in faculty status and stature.

Third, students want—and I think they ought to have—participation in helping to improve the curriculum. While I think there are some cogent reasons why students ought not to have a controlling or even an equal voice, there are good reasons why they ought to have an effective voice.

Fourth, there are also students who feel they ought to have real representation in the administrative affairs of the university and on boards of trustees or regents. I frankly doubt that this kind of representation, even if it were possible, would be terribly productive for anybody.

The last and probably the most important desire of students is the restoration of undergraduate teaching to its rightful role as one of the main reasons for the very existence of a university and one of the main concerns of the university faculty. There are many ways that our colleges and universities ought to be exploring far more intensively to bring student and teacher back into the center of their concerns.

My own feeling is that a university, of all places, ought to encourage the young in their questioning of all that is and their questing for all that ought to be. It ought to applaud their unrest and their indignation and their outrage, and give them every opportunity to express their attitudes and ideas in any of an endless number of meaningful ways.

—PETER P. MUIRHEAD, *U. S. Deputy Commissioner of Education, speaking at a meeting of the American Association of School Administrators.*

The Young Return to Puritanism

What we are seeing on college campuses this spring [1969] looks startlingly like a raging revival of Puritanism. Cut off some of the hair and forget the barracks-room language, and what do you have? A mass of moral zealots tormented with visions of Satan. The whole thing is as American as the Massachusetts Bay Colony and the hair shirt.

The tactics of Students for a Democratic Society, which so alarm libertarians, do not derive from the Nazis or the Fascists, as is often said, but from the totalitarian tradition that grew out of the Puritans' moral self-righteousness.

When the New Left talks of destroying a corrupt American society so that the new Jerusalem may rise on the ruin, it is harking back to Cromwell, who destroyed the churches in the name of God. Not surprisingly, the attack on the universities is conducted under the banner of goodness. Satan sits within, disguised as the college president, the Dow recruiter, or the sinful trustees who have truck with Moloch (read "Establishment," "power elite," "military-industrial complex," etc.).

Satan must be expunged. The souls of the bodies he inhabits must be saved. The Puritan was never above destroying the man to save his soul, and still isn't, as many university officials are again discovering.

The Nazi and Fascist totalitarians were animated by the need for vengeance, political lust, nationalism, and hate. None of these operate in our young Puritan totalitarians.

They disdain politics. They are anti-nationalistic. They have no grievances that cry for vengeance, unless a man can be aggrieved by a life without terrible grievance. They hate hate and strive for a world without evil.

This country seems to undergo a wave of political reaction every twenty years and so was due for another just about now. The curiosity of this one is that it is being created by the young and that the reaction takes us back 300 years.

The explanations for it are anybody's guess. One explanation may be guilt, an ever present part of the Puritan's baggage. The young today fancy that they have escaped the early Puritan's celebrated sexual guilt, yet they seem to have a heavy load of guilt in other forms—guilt about the war, about their affluence, about profiting from racial injustice.

Guilt seems to consume them, as it consumed the Salem witch-burners. New Left rhetoric is a hymn of guilt. Like good Puritans, of course, they usually manage to transfer the guilt to someone else, most often to someone who is insufficiently zealous about making himself miserable.

It is not sound policy to be caught enjoying oneself in the presence of these electronic-age Roundheads. They have the bluenose's distaste for pleasures that do not promote moral uplift. Their ballads are haunting but the lyrics, as if to apologize for the beauty of the melody, are often sermons on morality or warnings that fire and brimstone impend.

Even the celebrated sexual permissiveness is pursued with Puritan self-righteousness. Nudity, among its supporters, is encouraged not on the ground that it's fun to walk around in your pelt, but with dreary arguments that it is uplifting and "liberating." Licentious behavior is justified not because it is amusing, but on the ground that it will create more "honesty" in society.

Among their users, drugs are justified on essentially the same high-minded ground; they promote lofty spiritual insights.

The epidemic spread of campus disorders seems to feed, like a Puritan witch hunt, on hysteria. Burn a witch, and suddenly six spinster maidens unearth another six witches. Seize a college president's office, and suddenly a dozen other universities are under siege.

The subversion bloodhounds of Washington have made several ineffectual passes at finding hideous alien ideology at the [heart] of what is miscalled "the youth rebellion." The reason they get nowhere, of course, is because it is neither alien nor a rebellion, but a revival of one of the oldest American political phenomena, Puritan totalitarianism.

—RUSSELL BAKER. *©1969 by The New York Times Company. Reprinted by permission.*

The Generation Gap

The young people who are rebelling all around the world, rebelling against whatever form the governmental and educational systems take, are like the first generation born in a new country listening to their parents' tales of the old country and watching their parents grapple, often clumsily, often unsuccessfully, with the new conditions. They have no firsthand knowledge of the way their parents lived far across the seas, of how differently wood responded to tools, or land to the hoe. They see the tasks which their unaccustomed elders are performing as poorly done; they feel that there must be a better way, and that they must find it.

All of us who grew up before the war are immigrants in time, immigrants from an earlier world, living in an age essentially different from anything we knew before. The young are at home here. Their eyes have always seen satellites in the sky. They have never known a world in which war did not mean annihilation.

As long as any adult thinks that he, like the parents and teachers of old, can become introspective, invoke his own youth to understand the youth before him, he is lost. But once the fact of a deep, new, unprecedented, worldwide generation gap is firmly established, in the minds of both the young and the old, communication can be established again.

—MARGARET MEAD, *anthropologist, in one of the American Museum of Natural History's "Man and Nature Lectures, Series V." Dr. Mead discusses this topic in* Culture and Commitment, *to be published in early 1970 by Natural History Press, Doubleday & Co., Garden City, N.Y.*

Letter to a Student Activist

Dear Student:

It will upset you to learn that I agree with many things you say. For instance: "Don't question our sincerity!" I don't. You are about as sincere as anyone can be. You are sincerely unhappy, sincerely frustrated, and sincerely confused. You are also sincerely wrong about the few facts you cite, and sincerely illogical in the violent conclusions you reach. . . .

I sadly agree that your college courses have been "outrageously irrelevant to the times"—because your letter reveals that you could not pass a freshman exam in at least three fields in which you pass such sweeping judgments: economics, history, political theory.

You say, "Destroy a system that has not abolished unemployment, exploitation, and war!" By the same reasoning, you should blow up all hospitals (and perhaps execute all doctors, biologists, and researchers): they have not abolished disease.

Before you destroy a system, propose another that **will** solve (not hide, shift, or disguise) unemployment, "exploitation," war. Anyone can promise Utopia—without specifying a program. Tom Hayden, idol of the New Left, has said: "First we'll make the revolution—then we'll find out what for." Would you employ a plumber who rips out all pipes in your house before he learned how to repair a leak?

You say your generation "wants to be understood." Well, so does mine. How much have you tried to understand others? You pillory us for injustices not of our making, frictions not of our choice, dilemmas that history (or our forebears or the sheer intractability of events) presented to us. You say we "failed" because you face so many awful problems. Will you then accept blame for all the problems that exist (and they will) when you are 20 years older? And how do you know that all problems are soluble? Or soluble swiftly? Or soluble peacefully? Or soluble, given the never-infinite resources, brains, and experience any generation is endowed with?

I say that **you** are failing **us**—in failing to learn and respect discomforting facts; in failing to learn how to **think** (it is easier to complain); in using violence to shut down colleges; in shamefully denying the freedom of others to study and to teach; in barbarously slandering and abusing and shouting down those who disagree with you; in looting, stealing, and defiling; in failing to see how much more complicated social problems are than you blindly assume; in acting out of ignorance for which idealism is no excuse, and a hysteria for which youth is no defense.

You want to "wreck this slow, inefficient democratic system." It took the human race centuries of thought and pain and suffering and hard experiment to devise it. Democracy is not a "state" but a process; it is a way of solving human problems, a way of hobbling power, a way of protecting every minority from the awful, fatal tyranny of either the few or the many.

This "slow, inefficient" system protects people like me against people like you; and (though you don't realize it) protects innocents like you against those "reactionary . . . fascist forces" you fear: They, like you, prefer "action to talk."

Your irrationality makes me wonder how you were ever admitted **into** Columbia. You confuse rhetoric with reasoning. Assertions are not facts. Passion is no substitute for knowledge. Slogans are not solutions. Your idealism takes no brains. And when you dismiss our differences with contempt, you become contemptible.

Very **sincerely** yours,

—LEO ROSTEN, *"The World of Leo Rosten."* ©*1968 by Leo Rosten.* Look, *November 12, 1968.*

REFORM BY BULLY

The nation's leading universities have shown themselves slow learners of a fundamental lesson: Reforms accomplished through surrender by the majority to force and unreason invite the continued exercise of control over campus government by those who know how to coerce and bully.

No institution can function on a basis of either law or democracy if the administration of justice is made selective, with rules waived on behalf of the coercive few. When impartiality and universality are brushed aside under duress, any judicial process—however representative its form—becomes the prisoner of those strong enough to make their own law.

In the system that is currently evolving, faculty members find elaborate justifications for student recourse to illegality and brute force in derogation of everybody else's rights. The students who are loudest in demanding—and getting—amnesty from punishment for flagrant breaches of law are equally loud in demanding the invocation of law against fellow students who strike back out of outrage at the destruction of order on campus.

Changes in administration, curriculum, and faculty selection are adopted under circumstances that make professors utterly dependent on the fancy of an overbearing handful in each generation of students and imperil hard-won standards of scholarship and academic freedom. In the name of fighting hypocrisy, the campus insurgents have injected a whole new set of hypocrisies into academic society.

The much-debated endeavors at institutional restructuring are now being jeopardized by spineless response on the part of administrations and faculties to intolerable challenges by radical students who have become masters at exploiting just grievances and at distorting idealistic causes.

Unless the campus leadership ceases to hide behind rationalizations of expedient retreats from principle, it must be prepared to live out the pattern of chaos so familiar in many Latin-American universities. This may hold out happiness through power for a cadre of those with the muscle and the skill to dominate, but it leaves little hope either for education or for freedom.

—*Editorial.* ©*1969 by The New York Times Company. Reprinted by permission.*

Revolt for the sake of revolt is actually worse than conformity for the sake of conformity, but both are stupid. Spokesmen are convincing our young that if they haven't destroyed a few institutions and ruined a few reputations by the time they are twenty, there is something wrong with them.

—JOHN A. HOWARD, *president, Rockford (Illinois) College.*

THE TRUSTEES OF TOMORROW

Today's young people, who have seen more, who know more, and who have lived fuller lives than any other generation of youth, are not anxious to see this world blown asunder. Rather, they are asserting themselves because they want the world preserved. The youth of today have looked at the legacy. They know that they are the trustees of tomorrow. But they also know that, unless our priorities are reordered, there will be nothing to entrust to their care. This is their plea. This is their cry. If we as teachers, parents, and potential parents will listen attentively, we can hear the real message, which is all too often lost in the babble of many tongues speaking at once.

—CORETTA KING *(Mrs. Martin Luther King, Jr.), speaking at the 1969 NEA Convention.*

YOUTH'S CHALLENGE TO EDUCATORS

Today's students are the products of our society. And mighty fine products they are too! In the glare of sensational headlines and the universalization of relatively isolated events by TV and other mass media, it is easy even for educators to lose perspective.

Without oversimplifying a complex phenomenon, it is worthwhile to recall the goldfish swallowing, the telephone booth packing, the Oxford oaths, the panty raids, and the Young Communist League. In one sense, current happenings on our campuses are in the best historical tradition of American higher education—a tradition easily obscured by the exaggerated glare of present-day mass media and the overreaction of a jittery, insecure society.

In another sense however, society would be making a grave mistake to discount the modern student movement by classing it as just one more swing of the pendulum. A significant mutation has appeared with the introduction of material affluence, a shrinking world, society's doubts about its own values, and the elimination of traditional inhibitions and social constraints. In short, the new student has been provided with the material backing, the soapbox, and the stage from which to revolutionize the society that created him.

The challenge to educators is to lead creative responses which meet legitimate demands, provide for changing needs, and give an education relevant to the students' lives and problems. Such responses rarely spring from expedient decisions, policies changed without reflection, and piecemeal programs developed from fear. Orderly solutions for the seventies will be derived from careful analysis of situations, assessment by all parties related to a troublesome situation, and studied formulation of objectives which will provide for sound evaluation.

Good intentions are not enough! Values and standards will have to be subjected to critical inquiry but, once having passed such scrutiny, must be supported despite threats, attacks, or illusory alternatives. Racial reason will have to prevail or persisting racial strife led by racists will continue to attract disturbingly large numbers of young people.

The key to any approach in reducing destructive student unrest in the years ahead is to "get the message." Efforts directed at merely reducing unrest *per se* will be fruitless. Today's students are assuming responsibility for their lives, which will be lived in large part in the twenty-first century. A nineteenth century mentality will not do the job.

In the past, deliberate responses were adequate to meet our country's needs because the pace of societal changes was similarly slow and deliberate. However, the pace of present-day change is so rapid that the educational establishment does not have decades to work out new organizations, techniques, and relationships. Time is short. Youth and the public at large are becoming increasingly disenchanted with our educational system. For the very preservation of our society and its institutions and to justify the loyalty and support of its young people, the educational establishment dare not fail!

—ROBERT SHAFFER, *former dean of students, Indiana University, Bloomington.*

FIRST STUDENT

Before we begin to talk about student unrest, let's consider a few basic truths about the American society today. First, this is a racist society. The Kerner Commission report points to white racism as the underlying cause of urban riots. Second, we are a violent society. (Consider the rising crime rate as well as some of the most popular television shows and movies.) Third, the increasing dichotomy between the haves and the have-nots in this country has transcended monetary boundaries. Everyone knows how the former sociopolitical comparisons of rich versus poor have now been extended to include black versus white, young versus old, and even students versus administration.

During the two decades following the second world war, young men and women attended college in an atmosphere that sought to avoid confrontation with issues of the kind that involved realization of the above truths. In recent years, however, the college experience for many students has forced them to question the difference between what our country practices and what it preaches. All too often, they have found the difference too great to be philosophically justified. Thus it seems that the old adage, "Might makes right," has become a kind of repulsive watchword for (and rather sad commentary on) a society supposedly founded upon principles of equal representation and justice for all.

Those of us who are students today realize that the institutions we attend have kept us disenfranchised just as those in power have denied other groups of the larger society their right to participation in decisions affecting them. This has made it much easier for us to identify our cause with the causes of other oppressed victims of the society. In the same way that Afro-Americans and other minority groups of the poor are demanding a greater role in the kind of decision making that directly affects *their* lives, so students feel justified in demanding their share of the decision-making power on the campus.

Why do students turn to confrontation tactics to make their demands heard? To one who takes the time to examine closely the events leading up to the dramatic scenes at Cornell, Columbia, and other campuses where similar disturbances have occurred, it is evident that many universities and colleges today remain very much like the mule that had to be hit over the head with a board before the driver could get his attention. The colleges seem not to realize that as one of society's prominent institutions they have had a share in perpetuating the racism, violence, and elitism that have characterized this country's heritage.

Solutions? Surely, appointing students to trustee boards is not enough. I doubt that any university is so shortsighted as to believe that this is a panacea for campus troubles. However, actions like this, which show that administrations are willing to concede that students and community groups have the right to share power, reveal two significant facts: (a) Campus demonstrations and confrontations have not been in vain, and (more importantly) (b) universities and colleges are finally becoming aware of their responsibility to their own community as well as to the society at large.

—BRENT HENRY, *student, Yale University Law School, member of the Board of Trustees, Princeton University.*

SECOND STUDENT

That many Americans refuse to face the reality that parts of American society are degenerate is understandable; that they will not listen to those who face it is unforgivable.

The university is a microcosm of our society. As students, we are repeatedly exposed to courses outlining the principles and ideals that should characterize a democratic society, yet we are confronted with the stark realities of how undemocratic our academic institutions and our society have been and continue to be. Because of this hypocrisy, the purposes of the university must be reexamined.

The needs of the government and the economic system are served before those of the people. The needs of the politicians, faculty, and alumni have priority over the needs of the students who attend our academic institutions. Power belongs to the select few. Students see little evidence that participative democracy exists for the majority of the population. The individual no longer seems to have a place. Students are seeking an identity for themselves and for other alienated segments of our society that are as lost as they.

Traditionally, students have reacted to this alienation by working with the establishment. Increasingly, however, significant numbers of students have become disenchanted, have lost confidence in our institutions, our society. Many of us fear that American institutions will not change or will have too little time to make the necessary changes and that the destruction of what they stand for is inevitable. We fear that without resistance, unrest, and conflict, this generation will be sucked into the horrors of mass dehumanization.

Students feel despair. No one listens when we speak, nor does anyone listen when the President's Commissions report that America is racist or violent.

A sense of urgency, an idealistic but sincere concern, a global vision, and a feeling of power to achieve are characteristic of this generation. No longer will students contribute to a society because of a false sense of commitment. We are not interested in preserving that which does not function. Dialogues on campus, token representation of students on committees and in decision-making bodies, and studies of student unrest filled with rationalizations for the failure to change do not begin to solve the problem. Neither does the physical destruction of the university.

Student unrest is a manifestation of the challenge facing all of our society. For those who would solve the problem of campus unrest, the students have this message: Face the transformation our society is undergoing. Act rationally instead of clinging to tradition. Create an atmosphere conducive to examining and rejecting ineffective and illogical past values and allow for the formation of new ones. Listen to the critics of society, young and old, and react with a sense of responsibility, not of guilt. Build a new society that meets the needs of all its members, not only the old but the young, not only the middle class but the deprived, not only the powerful but the alienated.

The time for quietude is past. People seem to confront the problem only when students threaten the president, break windows, get their heads busted, or close the school down. The country will be challenged and confronted. Power will not be surrendered and change will not occur without conflict. Further confrontations are inevitable. The country must reform or pay a staggering price for retaining the status quo.

—JANET S. PORTOLAN, *graduate student, San Francisco State College; national vice-president, Student NEA.*

✦ *Referring to her remarks above, Miss Portolan says, "I wrote this statement . . . as I perceive the situation. It in no way reflects policy of the Student NEA."*

THIRD STUDENT

In my opinion, several factors prompt the unrest expressed by the small minority of agitators at many of our universities. First, many members of this group are not so much in rebellion against as in accord with parental influence. Some parents feel guilty about their own apathetic, apolitical adolescence in the pre-World War II era and therefore take a vicarious pride in offspring who show political consciousness by opposing rather than by supporting any system and who glamorize their general opposition into a "resistance" or "underground" movement.

Secondly, because of some vague post-Rooseveltian association of the word intellectual with the word liberal, institutions of higher learning have tended, especially in the last two decades, to become sanctuaries for left-wing faculty.

Finally, the news media have so publicized the New Left that demonstrations are as voguish as marathon dances once were.

The conservative student acknowledges the same social problems that the SDS student voices, but he prescribes quite different solutions. The student radical seeks more government intervention in day-to-day affairs. The conservative student dreads the prospect of an ever-growing bureaucracy, feeling that insensitive government holds the capacity to foil any constructive human advances, and concentration of power adds to the threat that government may someday end its role as servant and become master. The conservative student hopes to bring social reform through new attitudes and a minimum of new institutions. As for approach, the conservative student feels that extralegal action, such as occupying buildings, not only jeopardizes the reforms he wishes to initiate, but those aspects of his society he wishes to preserve.

As I see it, whether leftist students' demands are met or not will have little effect on the spread of college rebellion. The Students for a Democratic Society regard concession to their demands or the mild martyrdom they generally receive at administrative hands as equally desirable alternatives. Student demonstrations will continue across the country until their novelty wears off and the demonstrators can no longer reap publicity and concessions disproportionate to their support and justifiability.

—ROGER L. CROSSLAND, *student, Columbia University, New York; former chairman, Columbia Conservative Union.*

NEA COMMITTEE ACTS ON ETHICS COMPLAINT

On July 28, 1969, the NEA Committee on Professional Ethics found Jim Cherry of DeKalb County, Georgia, guilty of violating the Code of Ethics of the Education Profession and ordered his expulsion from membership in the NEA. The processing of the complaint through the stages of charges, hearing, and judgment resulted in several documents. JOURNAL *editors have decided that the reprinting of one of these documents would be the best way to report the action. Printed below is the text of the "Findings, Conclusions, and Order" of the NEA Committee on Professional Ethics in the case of NEA PR&R: Jim Cherry.*

□ **This proceeding originated with a complaint by the** Commission on Professional Rights and Responsibilities of the National Education Association. Pursuant to II C of the Procedures for National Enforcement of the Code of Ethics of the Education Profession adopted by the Committee on Professional Ethics of the National Education Association, a statement of charges was transmitted to respondent, superintendent of public instruction of the DeKalb County, Georgia, schools on April 4, 1969. Respondent was provided an opportunity to respond to the charges but did not respond. A hearing on the charges was held on June 5, 1969, in Atlanta, and respondent was given an opportunity to appear and defend against the charges. He did not appear, either in person or by counsel. A copy of the report of the Hearing Officer to the Ethics Committee . . . was transmitted to respondent on June 20, 1969, and he was given an opportunity to enter objection to that report. He did not respond.

Upon examination of the hearing record, and on the basis of the evidence presented to the Ethics Committee, the Committee adopts findings A through M in the Hearing Officer's report. [Inasmuch as the "Hearing Officer's report" is another document in the official proceedings of the NEA Ethics Committee in this case, the sections A through M referred to at this point are herewith quoted in their entirety.]

A. Jim Cherry, Superintendent of Public Instruction of the DeKalb County, Georgia, schools, is certified as of June 4, 1969, as a member in good standing of the National Education Association, and is therefore subject to the obligations of membership and the rules and regulations of the National Education Association.

B. The Code of Ethics of the Education Profession cited in the charges against Mr. Cherry was adopted by the Representative Assembly of the National Education Association in July of 1963, and was in force up to and including June 15, 1968, covering the full time of the actions alleged in the charges to be violations by Mr. Cherry.

C. Between October 1965 and February 1966, the DeKalb Education Association, in conjunction with the Division of Urban Services of the National Education Association, conducted a study for the purpose of evaluation of the effectiveness of the DeKalb Education Association. One of the purposes of the study was to assist the administration to implement better educational policies in DeKalb County schools.

The president of the DeKalb Education Association at that time, Marion Thompson, notified the superintendent, Jim Cherry, of the impending study, and received from Mr. Cherry an endorsement of the study.

In the course of this study project a visiting team of national, state, and local association leaders visited in DeKalb County to assist the DeKalb Education Association with their evaluation. This team included within its activities on February 17-19, 1966, an interview with Superintendent Jim Cherry to obtain from him complete and accurate information about relationships between the DeKalb Education Association and the DeKalb school administration and Board of Education. Mr. Cherry refused to provide the team with the information they requested and refused to respond to questions about the DeKalb Education Association.

D. After a telephone conversation on or about February 10, 1966, in which Mr. Thompson and Mr. Cherry disagreed about a matter of DeKalb Education Association's self-study, Mr. Cherry wrote to Mr. Thompson that he understood from said telephone conversation that Mr. Thompson had resigned from the DeKalb County school system, when that in fact was not true.

E. Following the receipt of the evaluation report and the subsequent development of plans by the DeKalb Education Association to implement some of the report's recommendations, Mr. Cherry did use his position as superintendent of the DeKalb County schools to work against the adoption of some of the association's plans; specifically Mr. Cherry used the forum of DeKalb schools principals meetings to speak out against the employment of an executive secretary of the DeKalb Education Association. The plan was modified.

F. Between October of 1967 and July of 1968, PR&R conducted an investigation into the personnel policies and practices of the DeKalb school system. Mr. Cherry did seek to diminish the effectiveness of this investigation by circulating a memorandum to principals and other administrative personnel of the DeKalb County schools dated September 22, 1967, which alleged that the National Education Association had as one of its purposes the disruption of the orderly functioning of responsible, duly elected rep-

resentative bodies responsible for the administration of public education, and further alleging that such outside agencies do not contribute to the educational welfare of the DeKalb school community. Cooperation of many of those persons was withheld from the investigation of personnel policies and practices.

G. Prior to the conducting of the PR&R investigation into the personnel policies and practices of the DeKalb County schools, Mr. Cherry did cause to be circulated over his name to patrons of the DeKalb school system a memo dated October 12, 1967, which indicated that the purposes of the National Education Association are not in accordance with the best interests of the DeKalb County schools.

H. Efforts by the staff of NEA PR&R to arrange an interview with and to obtain the cooperation of Mr. Cherry during the investigation into the personnel policies and practices of the DeKalb County schools were unsuccessful. Mr. Cherry's failure to cooperate limited the opportunity for the PR&R investigating team to bring to light the availability of adequate personnel policies and their proper administration in the DeKalb County school system.

I. In February 1967, Mr. Cherry did inform Mr. Thompson that as superintendent he had received accusations of improper actions on Mr. Thompson's part in obtaining a loan through the DeKalb Teachers' Federal Credit Union, in collusion with Graham Green. Mr. Thompson requested that Mr. Cherry identify the accuser or the source of the rumor, and Mr. Cherry refused to provide this information. As Mr. Thompson and Mr. Green attempted to defend themselves against the accusation, Mr. Green was told by Mr. Cherry in Mr. Thompson's presence that it would do him (Mr. Green) no good to make a statement.

J. As Mr. Cherry investigated the rumors against Mr. Thompson subsequent to February 1967, Mr. Thompson was never given an opportunity by Mr. Cherry to examine any documents or tangible evidence related to the allegations made against him. However, this investigation into the rumors served as the basis of Mr. Cherry's notice to Mr. Thompson on July 27, 1967, that Mr. Cherry would not recommend Mr. Thompson's continued employment in the DeKalb County school system.

K. Prior to notice of his termination of employment by Mr. Cherry on July 27, 1967, Mr. Thompson received from Mr. Cherry no written charges and received from Mr. Cherry no information concerning the nature of Mr. Cherry's investigation into Mr. Thompson's alleged misconduct.

L. Pursuant to the request by Mr. Thompson in accordance with the law of the state of Georgia, a hearing was conducted before the DeKalb Board of Education on Mr. Thompson's appeal from the decision of Mr. Cherry not to recommend Mr. Thompson for employment for the year 1967-68. The minutes for the DeKalb Board of Education for August 14, 1967, show that the Board of Education, subsequent to that hearing, sustained the action of the superintendent not to renew the contract with Marion Thompson for 1967-68.

M. Upon appeal by Mr. Thompson from the August 14, 1967, decision of the DeKalb Board of Education to the Georgia State Board of Education, the State Board of Education reviewed the matter, and on September 20, 1967, by unanimous action reversed the decision of the DeKalb Board. Mr. Thompson, however, received no notice from Mr. Cherry that the DeKalb Board of Education's decision had been reversed or that he was in effect reinstated as an employee of the DeKalb County schools.

Based on these findings, the Ethics Committee concludes that:

A. Respondent violated Principle III, Section 2, of the Code of Ethics of the Education Profession (1963 edition) (a) by his failure to conduct himself in a responsible manner concerning the DeKalb Education Association evaluation program conducted with the NEA Division of Urban Services between October 1965 and February 1966, said study relating in part to the Association's assistance in the implementation of educational policy, and (b) by his failure to participate in and to conduct himself responsibly in the 1967-68 investigation by the NEA Commission on Professional Rights and Responsibilities into the personnel policies and practices of the DeKalb public school system.

B. Respondent violated Principle III, Section 4, of the Code of Ethics of the Education Profession (1963 edition) (a) by failing to support Marion Thompson in 1966 and 1967 when he was unjustly accused of colluding with Graham Green to secure an improper loan from the DeKalb Teachers' Federal Credit Union, and did in fact enter into the furtherance of said unjust charges, and (b) by failing to accord just and equitable

(*Continued on page 79*)

The NEA Ethics Committee has acted to suspend from NEA membership for the school year 1969-70 Richard A. White, formerly of Salt Lake City, Utah, presently residing in Morton, Pennsylvania. The action resulted from a hearing conducted by the Salt Lake Teachers Association into charges that Mr. White violated Principle IV, Section 6, of the Code of Ethics of the Education Profession. Section IV-6 obligates the educator to "adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employing agency." SLTA found Mr. White guilty of the charge after evidence was presented that showed that he had failed to report to work on March 17, 1969, or thereafter, at Salt Lake's Riverside Elementary School without having provided notice that he wished to be released from the remainder of his year's contract for employment. The Salt Lake Teachers Association revoked Mr. White's membership and asked for concurrence from the NEA Ethics Committee. The order of the NEA Ethics Committee suspending Mr. White's membership became effective on September 29, 1969.

GUIDANCE AT AN EARLY AGE

JUNE GRANT SHANE, *professor of education, and* **HAROLD G. SHANE**, *university professor of education, School of Education, Indiana University, Bloomington.*

□ **In an educational world that has been moving** rapidly from yesterday to tomorrow on most fronts, major and well-established developments in elementary school counseling and guidance have been far less in evidence than have basic changes in content and in methods of instruction. As recently as 1965 one could find almost no "new guidance" programs in primary and middle schools. Now, however, with governmental funds to lubricate the machinery of expansion, and with incandescent new interest in childhood (especially early childhood), the emphasis on providing guidance services at an early age has become little short of spectacular.

What is the new elementary school guidance? During the past five years, the concept of guidance in the elementary school has broadened considerably. It is now construed to be a field concerned with the professional, skillful deployment of all available human and material resources at the school's command.

According to leading theorists, these resources are used to create a learning climate that will maximize the development of each child as he seeks to understand, accept, and direct himself.

But good elementary schools have always tried to use resources wisely in order to provide a good learning milieu. What, then, is *new* about the new guidance?

Essentially, the newness lies in the approach, in a fresh organizational construct. The services and functions of "new" early-age guidance are in many ways familiar both to elementary teachers and seasoned counselors; nevertheless, the concepts they reflect and the coordination they imply are something decidedly more than old wine in new bottles. The "new" counselor at the elementary level needs to be someone of a different species (or genus at least) from the typical secondary school counselor.

The counselor who works with children makes himself of value in the program *to the extent* that he combines within himself a number of professional attributes that enable him to contribute to the program in ways in which teachers, principals, and other personnel cannot contribute *in the same measure.*

Let us now turn to our roster of 24 potential contributions that a new type of counselor can make to the education of the elementary school child, bearing in mind that the services are not fixed or unchanging but are in a state of transition.

Counseling Services

1. Individual counseling through which the counselor seeks to develop insights that help him better to understand a child over a period of time; insights that the counselor shares with the teacher or team to further the learner's progress toward maturity.

2. Small-group counseling, often designed to find ways of improving or alleviating interpersonal problems that may involve from two to five children.

3. Group counseling to help children learn the art of decision making, the meaning of leadership as a group function, and the sensitivities and skills involved in interpersonal relationships.

Consulting Functions

4. Learner-information service to help children develop better self-insights.

5. Consulting service for parents that involves more than skillful discussion of problem situations. Even before the school's first contact with the entering child, the counselor has the opportunity to accumulate information and impressions about the child through initial interviews. Later on, this "reverse flow" of information from parents is often useful in individual and group sessions in which the counselor hopes to help parents realize the importance of a home environment that is responsive to and stimulating for their child.

6. Consulting with individual teachers, team members, or supporting staff members about the underlying causes of certain types of behavior.

7. In-service education sessions in which the well-prepared guidance counselor, as appropriate, presents data and viewpoints that faculty members need for a deeper understanding of childhood.

8. Input for teaching teams and consultants to keep such persons advised about pupil progress in educational areas with which they may be out of touch. (The information gap, a problem for consultants—say in reading or science—can also trouble team teachers, who rarely work with all children in a variety of school situations.)

9. Advice about the therapeutic use of content. Under certain circumstances, subject matter can be

used to help "heal" or lessen the problems of particular children.

Educational Biography Services

10. Assessment, a guidance function involving the use of multiple means to study pupils' progress profiles. Conventional testing is only one component of many indices of expected performance.

11. Evaluation, a continuous process of inquiry designed to lead to reliable conclusions as to how well the school is attaining the changes it is endeavoring to make in the children's behavior. Many evaluative instruments in addition to tests are used in the process.

12. Progress reports, which, as they begin to replace traditional grading, are bringing about an improved psychological effect on the elementary school learner.

13. Record keeping, data accumulation, and decisions about how records and data are to be used.

Experience Sequencing Services

14. Grouping of teachers and children for teachability, including short-term, common-purpose grouping that cuts across age levels in nongraded primary and middle schools.

15. Sequencing the child's experiences in such a way as to keep his social, physical, and academic characteristics in balance.

School Resource Utilization

16. Intraschool referrals that help the child make optimum progress through methodical contacts with the human and material resources of such special personnel as the physical education instructor, educational media specialist, school nurse, remedial clinicians, school psychologist, psychometrist, school dentist and physician.

17. Interagency referrals that pertain to social agencies or such personnel outside the school as psychiatric social workers.

Longitudinal Studies

18. Function-related or task-related research undertaken to obtain, through study and experimentation, the data needed for his work.

19. Original professional inquiries designed to add to current knowledge regarding the improvement of new guidance practices.

20. Follow-up studies to determine the success of decisions made in regard to grouping, experience sequencing, and similar teacher and counselor decisions.

Coordination and Leadership Contributions

21. General management of pupil records (provided the counselor has suitable clerical assistance).

22. Supervision of various special-service personnel (psychometrists, personnel in special education, school psychologists, remedial specialists) and coordination of their services.

23. Phasing in of new students, scheduling of testing programs, and development of new record forms as needed.

24. Curriculum liaison work in which the counselor conducts a continuing study of the use made of current curriculum materials and of the projected development of new materials. As one of the few faculty members presumably in contact with children from their early years in school until they depart—and as a student of childhood—the counselor is in a unique position to think clearly about the curriculum as a series of guided transactions that increase the learner's value to himself and to the culture of which he is a part.

If current writings are any index, the 24 potential contributions listed above are a reasonably accurate inventory of what the new guidance can do to freshen and enliven elementary education and to make its practices more humane and meaningful.

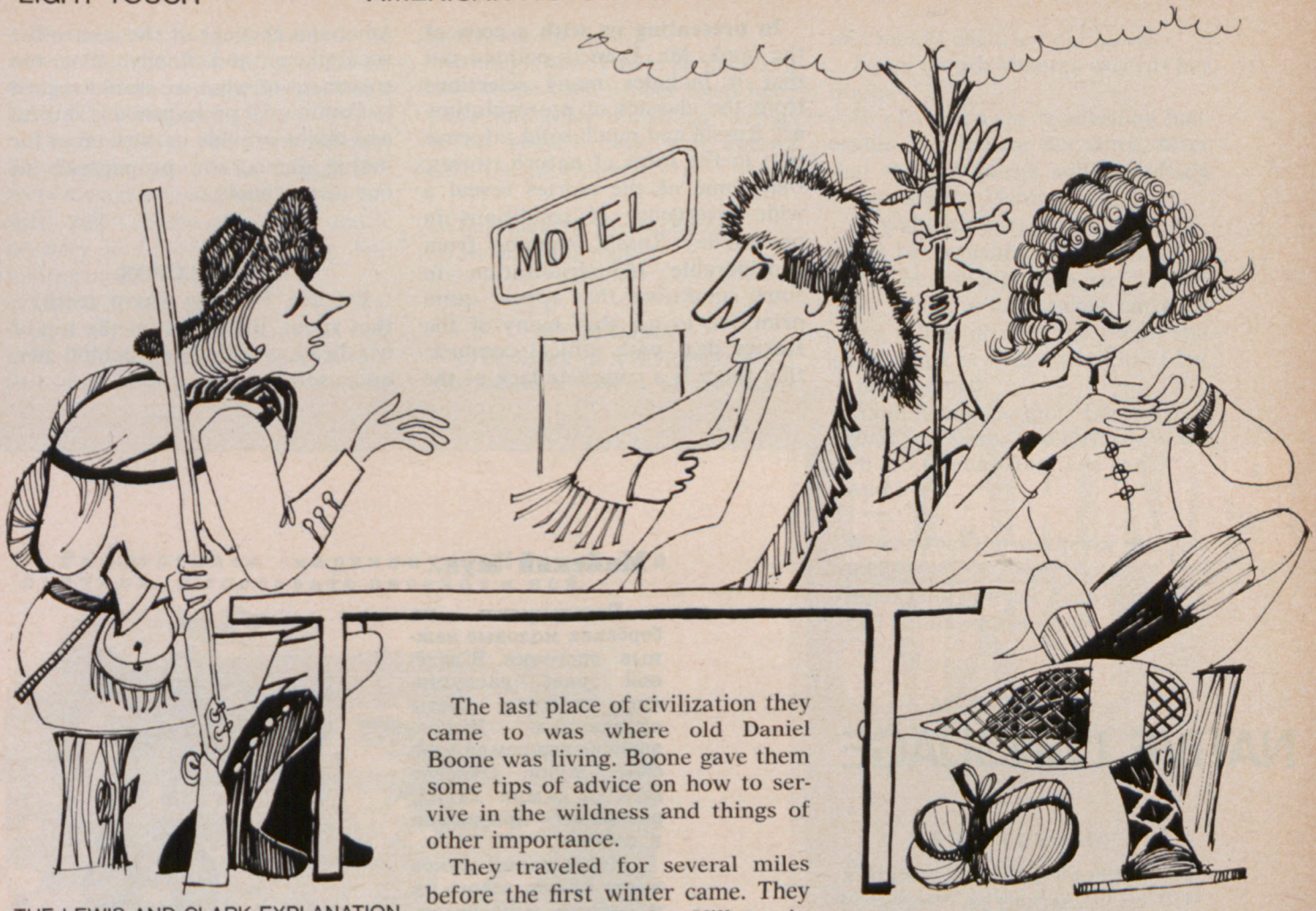
But making childhood education better takes more than an accumulation of long-needed services and functions designed to improve the educational climate for three- to twelve-year-olds.

The heart of the matter is whether higher education is capable of producing a new breed of guidance specialists quickly enough in these crucial times to perform the tasks that beg to be done.

Teachers seeking escape from abrasive daylong classroom contacts with boys and girls will not do the job. Neither will unsuccessful secondary school counselors hoping to retread themselves and make a fresh start with younger clients.

To make guidance in the elementary school become the great force it can become, we need in-depth study by persons who already know how to work with children and preadolescents. They must be persons who are willing to make the vigorous effort that is required in the effective performance of a reasonable number of the important services and functions of elementary school guidance. They must be willing to exert leadership in helping schools move closer to expert guidance in early, middle, and later childhood. □

AMERICAN HISTORY BLOWN OFF COURSE BY EIGHTH GRADERS



THE LEWIS AND CLARK EXPLANATION

□ **Well, to start off with, Lewis and** Clark started this busness together. The busness soon became nationwide so they called it the Lewis and Clark Expedition.

Lewis' first name was Mary Weather Lewis and Clark's first name was William Clark. They were not married.

President Jefferson wanted to know more about the part of the U.S. he had just got (when he bought the Louisiania Purchase) and to asshur the Indians of peace. He hired Lewis and Clark to take an explanation to the Indians out there. Over 100 men applicated to go, but they only took about forty.

They all left St. Louis in 1804 and sometime later they ended up in Missoura. They went by canew most of the way. They had three 50 feet canews filled with medicine supplies and a little artileary. Jefferson wanted them to keep a record of their temperature so they took along a temperator.

The last place of civilization they came to was where old Daniel Boone was living. Boone gave them some tips of advice on how to servive in the wildness and things of other importance.

They traveled for several miles before the first winter came. They spent it at the Mandan Villages in North Decatur (1804-1808). They trapped gofers, magpies and other wild animals. There they picked up a ½ bread Indian girl named Saratoga who was a good English interupter. Saratoga later married a chief named Conestoga and had a little boy, which they named Plop.

Some Indians they met were not at all hospital. One tripe was the Nez Perch, which means pierce nose because they wore a bone in their noses. Another was the Flatheads who lived in the bluffs among the Columbia River. They had flat heads, like mine.

The explanation followed the Missoura River to the Columbia to the Atlantic Ocean. They spent the next winter somewhere on the coast, eating salmon (pronounced samon, but not spelled that way for some reason). Another winter they camped on Pike's Peak and made salt.

When they finally got back to St. Louis they told everybody they had discovered the Atlantic Ocean. Only one man had died on the whole trip, and it took two years.

Sgt. Floyd was the only person to died. He got killed when his horse threw him off and he landed on a stump and erupted his appendic, of which he died from. He was reality too old to have gone in the first place.

Lewis was appointed governor of Louisiania Territory, but sometime after that one day he died of an unknown death. On a trip to Washington he stayed overnight in a motel and was somehow either killed or murdered mysteriously by a bulet. Next day they found him dead.

Lewis and Clark became well known all over the world and in foreign countries. And their explanation to the Indians of the west is still talked of today. □

From THEN SOME OTHER STUFF HAPPENED, Bill Lawrence, editor; (C) 1969 by Western Publishing Company, Inc., by permission of Pegasus, a division of Western. The book is composed of excerpts from test papers and other written work collected during his teaching career by Mr. Lawrence, who is currently a history teacher at Dial Junior High School, Pine Bluff, Arkansas.

In presenting us with a copy of the book, Mr. Francis pointed out that it includes many selections from the classics of prerevolutionary Russia and much solid information in the form of nature stories; that some of the stories reveal a wide divergence of conditions in present-day Russia, running from considerable industrialization to some conditions that appear quite primitive to us; that many of the stories deal with ethical conduct; that there is a complete lack of the American concept of the controlled vocabulary; and finally, that the treatment of what we would regard as Communist propaganda is skillful and might provide us with ideas for better democratic propaganda in our own schools.

PATRICIA FOX

Patricia Fox has sharp teeth, a thin snout, little ears on the top of her head, a tail flying behind her, and a soft fur coat.

РОДНАЯ РЕЧЬ

NATIVE LANGUAGE

Believing that our readers would be interested in seeing some stories and illustrations from a Russian reader for first graders, JOURNAL editors elected to print the following items from *Native Language: Reading Book for the First Grade in Elementary School*, which was translated from the Russian by Edward Guy Francis, a teacher of drafting and the Russian language, Mainland Senior High School, Daytona Beach, Florida.

Майский жук.

Развернулись на берёзках молодые нежные листочки. В зелёной траве распустились золотые цветы одуванчика. Выползают из-под земли майские жуки. Очистит жук от земли лапки, расправит крылышки и полетит.

Много таких жуков в мае летает, оттого их майскими и прозвали. Кружатся жуки вокруг деревьев, гудят, на ветки садятся, едят молодые листочки. Но ещё больше, чем сами жуки, вредят деревьям их личинки. Они живут в земле, питаются молодыми корешками. Три зимы проводят они под землёй. На четвёртом году личинки превращаются в куколок, а из куколок выходят майские жуки.

Г. Скребицкий и В. Чаплинс

Майские жуки — вредители. Уничтожайте майских жуков.

She is well adorned. Her wool is downy and golden, rather thin on the breast, and around her neck is a little white cravat.

The fox moves very, very quietly, hugging the ground as though she were always bowing. She carries her soft tail cautiously. She looks friendly and smiles, showing her white teeth.

This wise one digs very deep burrows, with many entrances and exits. There is a storage room and a little bedroom garnished with soft grass from the fields.

Although Mrs. Fox is an excellent housekeeper, the robber loves baby chicks and little ducklings, wrings the fat goose's neck, and doesn't spare the jackrabbits.

What does the fox look like?
How does she move?

MY MAMMA

(The Story of a Schoolgirl)

My mamma works at the plant and makes electric light bulbs.

Every month Mamma exceeds her quota.

Not long ago she received an honorable mention for her work. After that we had guests and everybody congratulated Mamma.

It is always jolly around Mamma; she is like sunshine in the house.

But Mamma is also strict. If I bring home a bad report card, or strew things around the room, she looks at me in such a way that I become ashamed.

Mamma says to me: "Grow up as a good and honorable girl; try to do each job the best that you can."

And I try.

Where does the mother of this girl work?
What kind of work does she do?
Tell about your mother.

MAY BEETLE

The May Beetle is injurious.
Exterminate the May Beetle.

A REAL COMRADE

Pete has two buddies, Vasya and Seryozha. All of them are in the first grade.

The teacher assigned a lesson: to read the story thoroughly, and then solve an example.

Pete read the story but did not solve the example.

Next morning he came to school and began to beg his comrades to help him.

Vasya gave him his notebook and said, "All right, copy the answer; mine is correct."

But Seryozha said, "Don't copy things, Pete. Let me explain the lesson and then you solve the problem yourself."

Who do you think is the true comrade, Vasya or Seryozha?
Why?

Рассмотрите картинку «Колхозный птичник» и составьте рассказ к ней.

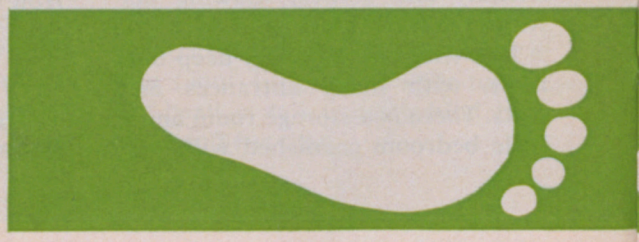
Наседка.

Три недели сидела Хохлатка на яйцах. Пришла Катя в сарай покормить Хохлатку. Слышит она: пищит кто-то в лукошке. Подняла девочка Хохлатку и видит: шевелится среди яиц маленький жёлтенький цыплёнок. Стоит он на ножках, пищит, а пустая скорлупка около него валяется.

Целый день Катя то и дело забегала в сарай посмотреть, что делается в гнезде. К вечеру из скорлупок вылупились все цыплята. Обсохли, окрепли. Катя покормила их рубленными яйцами. Стали они бегать за Хохлаткой. Водит их наседка за собой, учит клевать.

— Тук, тук! — клюнет Хохлатка крошку или зёрнышко и оставит на земле. А цыплятки глядят на неё и тоже стучат клювиками, подбирают крошки. Квохчет Хохлатка,

FEET FIRST



GILBERT HOLLANDER, *executive director, Podiatry Society, State of New York.*

□ **Though teachers have desks, they** hardly have desk jobs. In fact, as a former teacher myself I know full well that they spend much of the time on their feet. Since these important appendages are the foundations of the body, obviously they affect body structure and alignment. An out-of-line foundation exerts pressure on the spine and can cause shoulder pains, low backache, and even headaches.

The best way to stand is *not* to; that is, not to stand too long in one spot. Walking about causes the leg muscles to contract and thus improves the circulation of the blood in the legs—a big factor in preventing varicose veins. If you must stand in one place, make a point of shifting your weight from side to side. When you do have a chance to sit at your desk, sit with your feet directly in front of you, weight slightly on the outer borders of the feet. Take this opportunity to curl your toes inside your shoes—an excellent exercise for strengthening the arches and improving circulation.

Your feet are meant to be used; they really should not get tired. But if they hurt or complain, seek the help of an expert who can check for structural misalignment or some other cause of malfunction and who can prescribe proper remedial measures. Weak or strained feet are definite disease entities, to be treated by the foot specialist.

Some low arches are congenital and not determined by foot function. Such arches usually cause no pain or discomfort. When low arches are painful, proper molds or arch supports may be in order. As for exercises, one of the most beneficial is walking barefoot on a soft yielding surface, such as sand.

Probably the most common foot ailments are corns and calluses. These are not disease entities in themselves, but result from poor balance and misalignment in the body's weight-bearing structures. Thus, when pressure is exerted on any parts that are not accustomed or designed to accommodate it, nature angrily protests. As a result of the irritation new cells are built faster than the skin can throw off the old. Soon we have the phenomenon we know as the corn or the callus.

Corns are tight circumscribed areas that, unlike calluses, go quite deep into the skin. The whitish speck in the center of the corn is usually the point of greatest pressure. There are several different kinds of corns, such as soft corns (commonly found between the toes), vascular corns, and nerve corns. Each type is treated somewhat differently.

Research by podiatrists indicates that corns do not grow from "roots" or "seeds." At first the corn is a hardening of the epidermis, the thick outer layer of skin. At this stage, daily applications of lanolin rubbed in to soften the area and a thin doughnut-shaped nonmedicated pad of lamb's wool to relieve the pressure may afford relief. Remember, no bathroom surgery. Hands off old razor blades, files, rasps, or pumice; consider that hospitals spend thousands of dollars to keep their doctors and their instruments aseptic.

Don't use corn salves, drops, or medicated pads. These contain a caustic acid that cannot be controlled. If it is strong enough to burn away the horny top, it may also harm the surrounding flesh of the toes.

Another common foot ailment—the ingrown toenail—is often caused by improper toenail cutting or by narrow, pointed shoes or by stockings that are too short. To prevent, cut the toenails straight across (not down into the corners) and not below the ends of the toes. Then smooth carefully with an emery board. A V cut in the center of the nail is unsightly and will neither cure nor prevent ingrown toenails.

Sometimes the nail just digs into the fold of the flesh, and nature, to resist further irritation, forms a callus at this area. You may be able to ease this callused nail groove by placing a small wisp of cotton in the groove under the nail. Use an orange stick or blunt toothpick—no metal instruments—and if you cannot get the cotton in, you are using too big a piece.

As an improperly trimmed nail continues to grow forward, it may

penetrate the fold, carrying germs and infectious material into the tissue. The result is a painfully inflamed toe and a true ingrown toenail, which requires surgery by the podiatrist.

Ringworm of the feet, or athlete's foot, has been called America's number-one skin disease and is as prevalent as the common cold. It is caused by a fungus that flourishes in a moist, damp environment and is usually present on all feet. The organisms, which thrive and multiply during the summer or when the body resistance is low, can produce a disabling condition. Sometimes the nail beds are affected, and they become thickened and badly scarred.

Treatment is relatively simple and safe if the directions that follow are carefully observed. (Indeed, if everyone followed them routinely, we might eliminate the disease completely.) Scrub the feet and lower legs lightly but thoroughly with a mild soap and warm water, using a soft brush to work up a good lather. If blisters are present, puncture them carefully with a sterilized needle and drain them, but be careful in the scrubbing not to rub away the loose skin. For affected nail beds, select a somewhat stiffer brush. A sterilized old toothbrush is serviceable for use on the nails and works up lots of suds.

This cleansing action, which rids the feet and nails of the accumulated debris and fungi, is the most effective part of the treatment. Continue this washing for about ten minutes until the feet are scrubbed quite clean. Wash away the suds, dry very thoroughly, especially between the toes, and use a fungicidal powder. It is important to prevent reinfection through the stockings. Wear white socks and boil them for about fifteen minutes after each wearing. Wear shoes that allow free circulation of air to the feet.

Night cramps of the foot muscles usually indicate faulty circulation. This can be serious and should be checked by a physician, who can determine the state of the patient's circulation.

Obviously, proper shoes are important to a teacher. They should be at least three-quarters to one inch longer than the longest toe, which is not necessarily the big toe, since very often the second toe is the longest one. If your shoe is the correct width, you will be able to pinch up a small crease of leather when you press your thumb and forefinger at right angles to the widest part of it. The widest part of the foot should be in the widest part of the shoe.

Try to buy shoes at the end of the day, since the foot may become as much as a full size larger during the day. Heavy soles are better than thin ones because they act as a shock-absorbing mechanism. The old platform sole shoe was one of the most comfortable that women ever wore, and those of us concerned with health are happy to see that some of them are coming back.

A woman who constantly wears high heels shortens her calf muscles, which, in turn, causes her to thrust out her stomach and throw back her shoulders. The result is a posture that podiatrists call the debutante slouch—a swayback and protruding abdomen.

Certain exercises can stimulate and eventually restore strength and tone to the leg and foot muscles. You should perform these exercises barefoot, preferably on a hard surface, in a fair-sized room with a large walking area.

An exercise to encourage the action and power of the supporters of the long arch is that of standing with the feet rolled slightly outward, bending the knees, and then straightening the knees and relaxing the feet.

To perform a simple calf-muscle stretching exercise, stand three or four feet from and facing a blank wall. Turn your toes inward and roll the weight of your body to the outer borders of your feet.

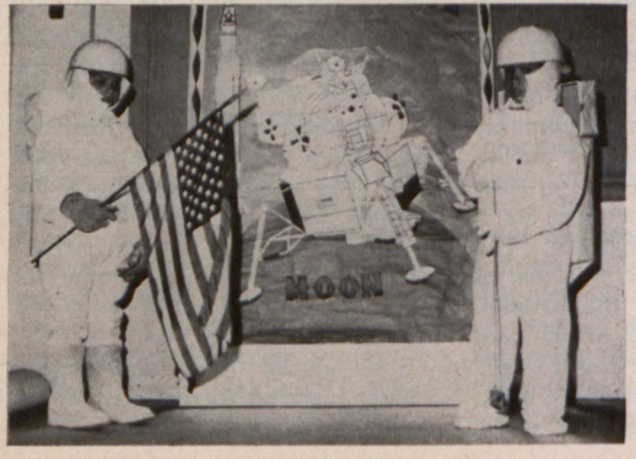
Now, lean on the wall with your arms extended and slightly up, head erect. With your head still up and your back stiff, flex your arms and try to touch the wall with your head. Keep your heels on the floor. Hold this position for about five seconds, at which time you should feel a distinct pull in the back of your legs and thighs. Assume the starting position again for a few seconds and then repeat.

Start giving those lazy muscles a daily workout to remind them of their job. □

Children of Mexican-American Migrants—aliens in their own homeland

HELEN KIRBY, *teacher, junior first grade, Van Buren School, Caldwell, Idaho.*

Top photo: Mexican-American children happily explore the United States.
Lower photo: A pair of pint-sized Apollo 11 astronauts visit the Washington Summer Migrant School in Caldwell, Idaho.



□ **"I wish I was an American," Vicki sighed.**

"But you *are* an American!"

"No, Miss, I'm a Mexican," Vicki insisted, though she had spent her entire life in the United States.

Children like Vicki—the sons and daughters of Mexican-American migrant workers—see themselves as aliens in their homeland. Their families support themselves by planting and harvesting food crops and therefore must move with the seasons. Unlike families who enjoy the comfort of familiar surroundings and old friends and who can take active roles in their communities, Mexican-American migrants rarely have the opportunity to become involved in the life of any town. Consequently, they have not become Americanized, and they cling to the language and customs of their mother country, Mexico.

I teach in an area of beautiful farmland, which is dependent on migrant labor. Each springtime (the exact date varies depending on weather conditions) our population increases and a stream of new pupils enroll in our schools. A number of the migrant families stay for the entire planting and picking season, but some leave and new ones arrive throughout spring and summer. By autumn, most of the families have moved on to another place.

Because they are constantly on the move, the children of the migrants face difficult problems in school. They are deprived of a sense of belonging to a country, a town, a school, or a class. One child tried to tell me about his past school history: "I went to summer school last summer in Rupert. No, I think it was Idaho

Falls. No, I can't remember where it was. Anyway, I went to school last summer." These children are robbed of the chance to develop close or lasting friendships. Often, when a group of children have joined my class on the same day, I've asked, "Have you been in school together before? Did you know each other before today?" No, they shake their heads. They've come from different places. All are strangers.

These children have little continuity in their education. Because their departures are frequent and sometimes sudden, they often leave a school without a transfer. They move on to a new school where several days may pass before the staff can determine their proper grade placement. By that time, it's possible that they have had to move to another area and another school—again without a transfer.

When we consider that English is a second language for many migrant children, we begin to realize the courage required for these youngsters to constantly try to adapt to new situations.

The teacher of migrant children must understand their unique problems. He must realize that each day may be his last with a particular child. Not long ago this truth was brought home to me again. Jeff brought a storybook for me to read. "There isn't time today, Jeff. We'll read it tomorrow," I said, but I never saw him again.

As I work with these children, I remind myself not only that they may be in my class only a few days or weeks but that their world will be very different 20 years from now. I want the satisfaction of knowing that they will have some emotional stability to face their future. I want each child to see himself as a unique individual, because when he realizes this, he will be better able to meet his problems and to live a happier life. I want these children to recognize their feelings and emotions—love, anger, forgiveness. I want them to understand that people are spiritual beings living in physical bodies. I have found that some of the children begin to see themselves in this light when we play a simple game of touching parts of the body.

"Is *this* you? No, that is your arm.

"Is *this* you? No, that is your chin.

"Is *this* you? No, that is your head."

Then, "These are parts of your body. Where are *you*?"

I want children to develop friendships with sand and stars, trees and flowers, sun and rain, wind and water, birds and animals, mountains and valleys. I want them to have these friendships because they can experience a great refreshment from conscious exposure to nature. So, as often as possible, I arrange for opportunities for my students to wander and wonder in the out-of-doors.

I also want these children to develop an appreciation of our nation, to develop a sense of belonging to this land. I want them to sing with pride, "This land is *your* land, this land is *my* land. . . ."

Many of these children have traveled widely, but often they don't know the names and importance of the places where they've been. In teaching them, I try to make them aware of different parts of the country they have seen. I've yet to find a class unenthusiastic about a study of flags of the "states we've lived in."

I want these children to learn to love books. Many can't read yet, but they devour the picture books set before them. Here is real meat—illustrations on thousands of subjects. I want to encourage their interest in books and help them to learn to read. One of the introductory reading methods I have practiced is that described in *Teacher* by Sylvia Ashton-Warner. Each time a child asks for a word, I print it on a card for him. It's his word for that day; if he remembers it the next day, it's his word forever.

Teaching migrant children gives special joys. The first time I tried the card-reading method one of the boys requested the word, *onion*. I printed it for him and gave him the card to keep all day. Not long after that, he was absent—gone. Some sort of sentiment made me save the "onion" card even though I never expected to see the boy again. Months later he returned and when I showed him his card, he shouted, "Onion!"

Another child taught me my role as "keeper of the nameplates." After an absence of many weeks, he reappeared in the door of my room one morning, took quick steps toward the desk that had been his, and smiled happily when he saw his name card was still attached to the desk.

There's great joy in seeing children return—a pleasure unlike any other I've known. And their happiness is also great when they realize that someone has remembered them, for the basic need of migrant, Mexican-American children is the same as the basic need of all human beings—to know that someone cares. □

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by consultants whose training and experience may enable them to contribute illuminating insights.*

□ **On the second day of school, my homeroom was** choosing its representative to the student council. Three boys had been nominated.

"I nominate Hatty," said a voice from the back.

A wave of laughter swept over the room. Why should they laugh at Hatty, I wondered. Instead of adding *Hatty* to the list of nominees on the board, I asked the speaker to stand to make the nomination. Joe Peabody rose and, gesturing toward a soft-fleshed, effeminate-appearing boy in front of him, said, "I nominate Hatty Ordney." Checking my seating chart, I announced, "Harry Ordney has been nominated." As I added *Harry* to the list, I remembered that this was the boy whose scholastic records indicated that he really belonged in a special education class.

The voting that followed ended in a tie between Harry and Pete. Poor Harry! On every slip his name had been written *Hatty*. What could I do to save him?

"Before we vote to break the tie," I said, "I must make sure that either of you will serve if elected." Surely, I thought, Harry's instinct for survival would let him see that here was a way out. But no. Pete said, "I'm willing," and Harry chimed in, "Me, too."

When the votes were counted, Harry was the victor by one vote.

"Speech! Speech!" someone demanded.

Harry stood up. He smiled wetly. "I'll do my best."

There was a little perfunctory applause, but obviously the ones who had voted for Harry had never expected that enough of their classmates would go along with the joke to elect him. A few students seemed to be studying me, perhaps wondering why I had let things get out of hand.

I wonder. At what point could I or should I have intervened without making matters worse? Is there any way now in which I can help the victim and the victimizers?

Consultants' Comments

WILMA E. HIRST, *director, research and educational information, Cheyenne, Wyoming, public schools.*

Having a student council election on the second day of school allots no time for what could be a valuable learning experience. Nothing indicates that the class has even a vague understanding of the responsibilities of the student council. The class and the teacher should have considered: (a) duties of the council, (b) skills needed by council members to perform such duties, (c) the responsibility of the electing group to match the candidate's skills with skills needed to perform the council duties. A further responsibility of the class and teacher is to consider not only what the representative can do for the council but what the council will do for the representative.

A nominating committee could have determined which class members had the skills requisite for council membership. Following nominations, a campaign emphasizing the candidates' abilities would have brought the issue more squarely before the voters.

Education for development of an informed electorate is a responsibility of the schools that cannot be completed with one election. The passiveness with which this election was approached suggests that this school was teaching the motions but not the purposes.

If the class elected Harry to ridicule him, it emphasizes the school's need to develop respect for all individuals. One mistake, however, should not lead to another. The class, the teacher, and Harry must work together to resolve the present situation. Harry's strengths must be recognized and encouraged. The teacher may be able to work with mature student council members to assist Harry in his new assignment.

KELSO DEER, *counselor, Hoisington (Kansas) High School.*

The teacher was amiss to let Joe get by with calling the nominee "Hatty." By intervening at this time, the teacher could have squelched the plot to ridicule Harry. He missed another opportunity when he failed to rule that ballots marked "Hatty" were invalid.

As things stand now, I would suggest that this teacher help and encourage Harry at every opportunity to learn what is expected of him, stressing the importance and honor of representing his class. It might be well to suggest that before each council meeting Harry ask the class to list and discuss various items they want brought up at the meeting.

The teacher should try to show enthusiasm for Harry's victory and convey to the class that they must support and work closely with their elected officer in order to have effective representation. The teacher might encourage Harry to call especially on Joe and Pete for help on various duties. The teacher should reassure Harry that he has every right to ask his classmates for help.

I think that the teacher can use Harry's election as a means of helping him achieve self-confidence. Although the boy's records do indicate he is misplaced in his class, the teacher should not look upon him as a helpless victim.

Let's hope the class will learn a lesson or two, regardless of whether or not the year is a successful one. If Harry fails and the entire class suffers, the victimizers may realize that elections must be conducted with propriety. If Harry serves well, they will realize their cooperation was essential in helping him fulfill his duties as their representative. □

VOCATIONAL EDUCATION IN A NEW COMPREHENSIVE SYSTEM

MARVIN FELDMAN, *program officer, Division of Education and Research, the Ford Foundation, New York.*

□ **Serious alienation from learning has become a common** characteristic in education. During the past year, we have seen boycotts, protests, riots, and violence in the public schools throughout the nation. While at times these tensions are responsive to, or promoted by, factors in the local or national community, their roots often lie in the school itself, in the curriculum, in the internal classroom operations, in the tasks our students are asked to complete.

Our schools, despite the emphasis they try to place on the importance of individualized instruction, intellectual freedom, autonomy in course selection, the realization of student potential, and the promotion of independent thinking, have not been able to deliver what recent federal legislation has promised. Good as the schools are, they are helping too few youngsters to overcome their divergences in environment, experience, and background. School programs are doing too little to capitalize upon the differences in motivations and skills that grow out of life in different families in different parts of the country.

When we examine the persistent problems that impede the education of a wide spectrum of our youth and relate the efforts of our school system to cope with them, it becomes essential to offer alternative educational processes that offer better solutions.

One such process is a relatively new comprehensive system that could emerge by exploiting vocational education techniques. By including technical education, the program could furnish its students with the means to live fuller lives and to have productive careers.

We can identify four related but distinct purposes that characterize this new comprehensive system:

1. To identify the talent and learning style of the individual

2. To give him both physical and social knowledge of the world in which he lives

3. To develop the skills he needs to sustain and advance his life so that he may be a productive and creative member of society

4. To satisfy his search for his own life values.

People learn differently. Some do best with the spoken or written word as the main learning process; others, by handling tools and materials; others, by making charts and graphs and using other graphic arts media; still others, through film making and drama. Any of these means or others might be used to teach *any* subject, depending upon the pupil's learning style. Once a pupil's style is identified—and this ought to be in the earliest years because it profoundly affects all future learning—then the style should become a central vehicle of his learning.

Comprehensive education ensures that the same range of knowledge will be available to all pupils. Through different activities in different classes, where teaching procedures are matched to learning styles, all pupils move at their own pace and in their own way to the same destination. That destination is a multioperational jumping-off point to new levels of education and to the work world.

An effective comprehensive program would begin in elementary school, where development of the individual's personality, the identification of talent, and the acquisition of general knowledge start. The aim of education at this level is to give the child that fundamental knowledge he will share with all members of society and to develop in him the intellectual and social habits necessary for his survival.

Children learn by experience—the specific concrete

This is one in a series of JOURNAL articles on SCHOOLS FOR THE 70's, a project of the NEA Center for the Study of Instruction. The project—like its predecessor, SCHOOLS FOR THE 60's—speaks for the profession on significant issues facing the educational community.

experience of events, successes, accomplishments, failures, tasks, and joys. The school must create the experience on which to build the learning. *Doing* is the specific from which later generalizations follow. The processes of vocational education require the student's active participation—his *doing*. When a youngster is provided with an opportunity to design, to fabricate, to test, and to report on an item, he experiences the same sense of personal accomplishment as he does when he writes acceptable prose or a good poem. The vocational process surely could be used in this way as a great tool in liberating the child's mind for self-expression.

In an effective comprehensive program, youngsters would be introduced to the concept of choice between achievement through verbal or abstract performance and achievement through manipulation and demonstration of real objects. Both processes would be designed to arrive at the same learning goals. Each unit of work in the language arts, for example, would begin with a self-directed experience matched to individualized readiness levels. Eventually, all children would reach the same goal, verbalizing or otherwise demonstrating what they have learned—responding in different ways in accordance with individual abilities and talents.

Success in elementary education is critical because it enhances a child's self-esteem and lays the groundwork for later learning. The way to achieve the kind of education in which no child fails is to identify his style of learning and deliberately enhance his talent. A major objective of elementary education in the comprehensive system would be to discover the talents of each child and demonstrate their relationship to the work world.

The processes of vocational education will help relate a child's education experience to any number of adult roles. The elementary grades should include a continuing examination of how man uses work for self-support, how major occupations employ knowledge, and how productivity is related to a variety of abilities.

The middle school is the school of early adolescence. Its whole purpose should be to calm the anguish of the early adolescent. Most middle school youngsters will easily tell us all the subjects they dislike, all the activities they are poor in, but very few know what it is they like to do or what their talents are. This is the time for the adolescent to be encouraged to look inward, to identify his talent, to take stock of his assets, to test himself for future decisions.

The school should build on the adolescent's talents and style of learning by helping him see what adults who share his qualities do in society—what jobs they perform, what goals they pursue. The upper middle school years is the time for more intensive exploration of careers. The school must help each student try on roles through simulated experiences related to his school studies and his special talents and interests.

Vocational guidance would be introduced early in the middle school years. Its aim would be to acquaint the student with the workings of industry and commerce in order to help him match his talents with his career objectives. The vocational guidance department would, for example, provide an annual career-objective analysis for each student, based on the diagnosis, discussions, predictions, and evaluations of teachers, examinations, and computers. These analyses—really employment plans that are revised annually—would enable the student to appreciate the relevance of his school performance to his career possibilities.

The idea behind comprehensive education is to make vocational education the principal feature of a new system, not merely to fit it into the existing system. The plan depends upon an extensive redesign of the secondary school curriculum.

The usual high school curriculum is a disaster when it consists of tracks that lead to either college *or* office work *or* manual trades. Tracking closes off alternatives at the moment youngsters need to try them out.

High school is a time for integration of subject matter. Relevant education depends, in part, on relating subject matter to subject matter. With the explosion of knowledge and the growth of subject matter specificity, it seems reasonable to ask that science, mathematics, English, social studies, and the laboratory become relevant, one discipline to the other.

In the comprehensive system, the skills portion of the curriculum, now found in a separate system of vocational education, would be integrated with theory and regular laboratory courses. In application-learning laboratories, both inside and outside of school, students would demonstrate their learnings in behavioral ways.

The application-learning laboratories would be closely related to real occupational functions. Going outside the formal school is necessary if we are to identify a student's experiential base, isolate what he can learn from what he needs to learn, and help him learn on the basis of valid identification procedures what he needs to know before he can proceed to other levels of education and training.

Under the comprehensive system, no student would be rejected outright at any stage of his education, although if it appeared that he had chosen a career at which he would have little chance for success, he might be directed, at least temporarily, to more modest objectives.

All students would be considered candidates for postsecondary education and training and all would have several options available when they graduated from high school. They would be prepared to work at simple trades and occupations, to go to a two-year community college or technical school, or to move right into a four-year college. Even the choice of a two-year college or technical school would not cut off other options, for upon graduation the student would be prepared to work at a technical level or to transfer to a four-year college to refine his skills and enrich his liberal education.

The comprehensive system offers a means by which each student in a large heterogeneous population may receive the individualized instruction that will enable him to proceed along his optimal educational path. □

Pennsylvania UPDATE

Focusing on trends and activities developing during the first year of unified membership for Pennsylvanians

Accenting Instruction

AS part of its continuing program to promote professionalism, PSEA has two instructional conferences on the winter calendar, one sponsored by the Department of Supervision and Curriculum Development, November 23-25; the second by the Cabinet of Presidents, February 1-3, 1970. Both are set for Harrisburg.

"Challenges & Responses" is the theme under which SCD delegates will consider such topics as Minority Groups, Student Decision Making, Teacher Militancy, Community Expectations-School Accountability, Mass Media: The New Curriculum?, and Higher Education: A Change Agent? Among the major speakers: Dr. Godfrey Stevens of the University of Pittsburgh; Dr. Roderick Hilsinger of Temple University, formerly associated with USOE and the Kettering Foundation; Dr. Clara Cockerille, Westminster College; Allan A. Glatthorn, principal of Abington Senior High School; and James C. Bostain, Foreign Service Institute of the Department of State.

A series of "how to" sessions are also on the agenda, ranging in subject from the middle school, paraprofessionals, arts and humanities curricula, outdoor education, and teacher negotiations and curriculum to research information services, early childhood education, sex education programs, and special education. Mr. Fred Haas, Interboro School District, Delaware County, is chairman of the sessions.

The February instructional conference marks the first such statewide session sponsored by PSEA. Speaker commitments are not yet complete, according to Dr. J. Ernest Harrison, Baldwin-Whitehall School District, who is directing the meeting. Theme of the conference, which will be held on an invitation basis in order to get representatives of a cross section of educational areas, will be "Learning Strategies."

A speaker of national prominence will keynote the opening session, which will be followed by discussion groups comprised of college personnel, administrators and supervisors, classroom teachers, and others, focusing on the following fundamental questions, "How do people learn?" and "How can these strategies be used to assist in this process?"

On Monday, the luncheon speaker and group discussions will relate strategies in learning to the role of teacher preparation. Tuesday's sessions will be devoted to: "How do we encourage the implementation of the plans of this meeting?"

Intensification of the ongoing program to promote professional interests and concerns has been one facet of the leadership of Dr. Helen Wise, PSEA president for 1969, whose slogan is "The New Professionalism—Commitment, Action, and Excellence."

Teachers' Gains

BECAUSE of PSEA's watchdog efforts in behalf of its members, more than $100,000 in salaries which school districts should have been paying but were not had been recovered for Pennsylvania teachers as the 1969-70 school year began, and estimates indicate the final adjustment will top $225,000. Payments ranging from $300 to $2,700 have already been received by individual school employees, and claims as high as $8,000 are now in negotiation. One district paid $32,840 in adjustments.

Such payments came as the result of a mass survey-and-check project undertaken by PSEA during the past school year. It followed passage by the Pennsylvania General Assembly of the Association's 1968 salary bill, which raised the mandated minimum starting salary to $5,400 effective September 1968.

The same legislation also provided that the minimum would advance to $6,000 effective September 1969 if, during the 1969 session of the General Assembly, that body passed a resolution triggering this second increase in the minimum and appropriating the necessary funds.

Subsequently, in April 1969, responding to the insistence of PSEA members, the legislature passed the $6,000 minimum salary bill, placing Pennsylvania in the lead nationally, along with Delaware and California, in having the highest mandated minimum salaries for beginning teachers.

In still another provision of the two-phase salary legislation, all teachers were awarded a significant advantage regardless of their district's salary schedule. PSEA's legislative team, aware of the numerous inequities which developed under previous salary mandates, made certain that

This special section of the Pennsylvania edition of TODAY'S EDUCATION was prepared in cooperation with Barbara J. Stevens, editor of THE PENNSYLVANIA SCHOOL JOURNAL. The edition is being mailed to the entire NEA-PSEA unified membership.

under the new salary provision, *all service in the district of present employment is credited*. This includes service represented in salary which may have been negotiated by the employee at the time he was elected by his school district.

The 1969 phase of the bill meant at least a $600 across-the-board increase this year for teachers in districts on minimum schedules. Last year individual increases as high as $2,000 were effected, with the average exceeding $600.

All these changes in salary requirements, combined with the provisions of a 1963 PSEA gain in which teachers were guaranteed the highest mandated annual increment in the nation, $300, made such noteworthy differences in teachers' salaries and in the method of placing teachers on their proper step on the schedule that many found difficulty in computing the salaries to which they were legally entitled. Consequently, PSEA's field staff, working with the Research Department, undertook a survey conducted through the 11 PSEA region offices. This survey gave every teacher an opportunity to determine the exact salary to which the law entitled him.

Questionnaires and instructions were distributed from PSEA Headquarters to field offices and thence to local associations, which relayed them to individual teachers in the district. Participation by locals and individuals was on a voluntary basis. Completed forms were checked by teams at the local level, and in some cases discrepancies were settled immediately through consultation with superintendent and school board.

In most cases, however, the locals forwarded all returns to PSEA's Research Department, where the data provided were reviewed and overall profiles of each local association's teachers completed. When any salary was substandard, according to provisions of state law, the field representative in the district conferred with the superintendent and/or board solicitor to secure proper adjustment.

With the results still coming in, negotiations between PSEA representatives and school boards are continuing, and, in two cases, legal suits are pending settlement.

Some teachers recovered salary retroactive for several years, while others were satisfied to have their current contracts brought to the proper level.

The survey of individual teachers was a sequel to a previous survey conducted by the Research Department among school superintendents to determine the basic salary schedule of each district. The information derived indicated some schedules which undercut legal minimum salaries, but these were usually based on misinterpretations of the law or out-of-date information, and were corrected when the discrepancies were pointed out.

Liaison Service

WITH Pennsylvania in the ranks of the united profession, an NEA field representative has been assigned to Pennsylvania to serve as liaison between Pennsylvania members and the NEA.

John N. Dornan, former English teacher in the Moon Union School District, maintains his office at PSEA Headquarters and is available to provide NEA services either to individual members or local associations.

Through Mr. Dornan's efforts, in cooperation with PSEA's Public Relations Division, membership kits for new teachers, containing professional materials for beginners, information on human relations programs, and brochures about available services, were distributed in September.

Mr. Dornan is now involved in a round of consultations and speaking engagements for local associations. Address requests for such appointments to him at PSEA in Harrisburg.

Before joining the NEA staff, Mr. Dornan was active in his local association leadership, served as editor of CATALYST, the PSEA Western Region publication, and was a member of the state Public Relations Committee and the DCT Public Relations Committee.

Harrisburg Beckons

ATTENTION of Pennsylvania's unified profession centers on Harrisburg next month when PSEA's annual three-day state convention moves into the Capital City.

Major action for the approximately 1,000 delegates representing more than 700 local associations will begin at 12:30 P.M. on Thursday, December 11, when President Helen Wise calls the first general and business session to order.

The agenda includes another general and business session at 8 P.M. Thursday, a third business session beginning at 9 A.M. Friday, December 12, and a third general session at 8 P.M. Friday.

The fourth and concluding general session takes place at 10 A.M. Saturday when President-Elect David Kirkpatrick of Easton assumes office.

A Board of Directors meeting on Wednesday evening will precede the convention proper, as will department and section meetings Thursday morning. Sandwiched between will be Region caucus and dinner meetings, another Board of Directors meeting, and the President's reception and social.

Highlighting the sessions will be reports to the House of Delegates, the official PSEA governing body, from various Association committees and affiliates, with special interest on those from the Board of Directors, the Committee on Legislation, the newly created Intergroup Relations Commission, and the Committee on Resolutions.

In addition to Dr. Wise and Mr. Kirkpatrick, Dr. David Kurtzman, Pennsylvania Secretary of Education, will address the delegates. Identity of the principal speaker at the Friday evening, formal session, has not yet been revealed, according to Dr. Wise.

Pre-Professional Programs Offer Opportunity for Involvement

UNREST on college campuses where students complain of lack of communication with faculty and administration has provided the impetus for Student PSEA leaders to reemphasize COPES, one project in their action program for 1969-70.

Through COPES (Committee on Problems of the Education Student), Student PSEA chapters on Pennsylvania campuses seek recognition as the responsible voice for verbalizing difficulties that their members find in teacher preparation programs. This objective is in concert with the theme that State President Lee Fenicle, Shippensburg State College, has sketched, "Student PSEA—The Voice of the 70's."

COPES is a project established in 1965 by Student NEA, for the purpose of "defining and investigating as well as constructing programs that relate to problems of special concern to students in education." Its goals include involvement of education students in active concern for the improvement of the education curriculum, in setting standards for the profession, and in actual teaching before the student teaching period.

In providing guidelines for COPES activities to the 74 Student PSEA chapters, encompassing more than 9,000 members this year, Student PSEA leaders accented the role of the chapters as responsible agents of change.

Some of the suggested areas to consider: social structure of the campus culture as it affects the education student; students' relationships with faculty; students' role in the colleges' policies and curriculum; and students' evaluation of their teaching and learning. Other suggested concerns: Should students rate faculty? Do students really recognize the "good" teachers? For what purposes should faculty rating be used? How can human values in teaching be stressed?

COPES committees focus on the needs, desires, and understandings of the education student. They gather pertinent information, analyze situations, and attempt to offer possible solutions, operating through questionnaires, pilot projects, seminars, special programs, or through other methods which fit the individual project.

Reception of COPES activity on the part of faculties and administrations has been highly positive, according to Fenicle. One state college education department head commented: "I would like to believe that when open discussions on topics such as these are commonplace in schools and colleges all over this nation, teachers and their students will be more appreciative of and dedicated to the real purposes of education."

A close second in student programs this year is PACE (Political Action Committee for Education), through which student chapters work for improvement of educational standards and encourage participation in political activity. Their activities on a campus level emulate those of Pennsylvania educators in local school districts.

PACE programs call for information programs concerning candidates and their views, active participation in voter registration and get-out-the-vote campaigns, and taking part in the unified effort to achieve a good educational climate through political action.

The third major aspect of Student PSEA program for 1969-70, tutorial projects developed and sustained within communities adjacent to campus locations, provides mini-teaching experiences for would-be teachers. Some emphasize work with culturally disadvantaged children, some with special education problems, others with enrichment work.

The activities of Student PSEA chapters have a twofold objective, according to Lucy A. Valero, Director of Student Associations for PSEA: (a) preparation of members for their roles in the classroom, and (b) making them aware that they have a responsibility to make their chosen profession better because they are in it.

Student PSEA has earned recognition within the parent PSEA organization for the potentialities and contributions of education students. A student representative sits in on the meetings of the state Board of Directors and two of the 14 members of PSEA's Intergroup Relations Commission are students.

Counting Heads

PENNSYLVANIA'S student organizations again led the nation in membership both on college campuses and in high schools, a review of 1968-69 membership figures shows.

Student PSEA-Student NEA had 8,417 members in chapters on 74 college campuses, while Pennsylvania Future Teachers of America enrolled 22,392 members in 439 high school clubs.

Leader in college memberships since the student organization was established in 1937, Pennsylvania has gained the top spot in FTA rolls for the last two years.

Runners-up were Texas on the college level and Ohio among the high schools.

Pennsylvania UPDATE

Understanding the Era of the

by Frederick E. Leuschner,
PSEA Director of Public Relations

ONE of the most dramatic, if not paradoxical, changes in education in the past decade has been the emergence of the local association as a spokesman for education in the school community.

This trend to vocal locals has severely threatened the heretofore unilateral voice of the local school district—the expert who espoused an unquestioned "view from the front office."

Because the chief administrator has been this voice—the educator most frequently quoted in the public press, on the air, at the local service club meeting, or at political rallies—the public can now be easily confused with two views about "what is going on in our schools."

The challenge rests with the local association to speak out often and effectively, performing in a commendable public relations manner.

In the past more so than now, most school administrators — and board members, too—were personally acquainted with publishers and editors through common antitax and labor-cost views. Thus, the school board side of the story was familiar to the public and almost always totally believable to members of the press and broadcast newsmen. With only one side expressing views about education, it was natural for newsmen to assume "this is the way things are."

The newsman might even expect the teacher group to parrot the view of the administrative spokesman. Surely he has been confronted with the request not to use a story because "it might not be in the best interests of the school district."

Today, however, with the advent of teacher militancy, newsmen and often the public are shocked to learn that there is another side to the school story, especially when that other side exposes the fact that teaching conditions are unsatisfactory or that the reason children aren't doing so well as expected is the school board's failure to provide adequate materials or an acceptable teaching climate. Any attempt by the board to gloss over this type of problem is promptly exposed for just what it is.

In far too many cases, this changed reputation on the part of teachers organizations has alarmed parents and taxpayers simply because the associations have not done the groundwork necessary to prepare the public for what is most appropriately labeled "the new professionalism."

IN the past, association public relations specialists called attention to this PR problem: locals can't tell the public everything is OK for 11 months and then threaten a mass exodus or reveal a morale problem at salary negotiations time. PR is a continuous process, not a machine that is turned on and off at crisis time.

Too many associations have learned that sheer force is not enough, even when their cause is just. They have found that they might have won the battle and lost public support at the same time.

In almost every case of conflict, a well-informed press and public will support teacher concerns, but it takes months and sometimes years to build public respect or understanding of any organization which speaks out on controversial issues. In fact, it takes time merely to formulate the reputation of an organization. Once the image is established, considerably more time and effort are required by it.

There have been far too many bromides written about school PR and "why you should do it." It's easy to call for better communication, joint committees, and a united voice. It's more difficult to make them work.

The fact is that the first step for any local association which has a dynamic program is for its leaders to establish a continuous informal relationship with news reporters and editors in both press and broadcast media.

The press must know that there is such a thing as a local teachers association in the community and that it functions in an on-going manner. This can be done only through an effective public relations program.

The key to any successful association PR is the president's or PR chairman's knowledge of reporters' problems—their deadlines, their assignments, their routines. Local leaders must have a first-hand relationship with the press if fair treatment is to be expected.

On the other hand, reporters need to know who is the spokesman (the president) for the local group and who is the contact (the PR chairman) for news items and reports.

Newsmen need background on the organization. They know that the public schools have existed for a century and probably a little about a recent reorganization of the school district. But what about the local association—and why is it now vocal?

WHOM does the local represent? How many? When do they meet? Who determines the policy? What are the policies? How do the teachers feel about critical issues?

Vocal Local

Local association leaders were in the TV camera eye during a press conference held by teacher representatives last September in PSEA's Western Region. Spokesmen were presenting the teachers' position with regard to the withholding of faculty services.

If you don't have positions, develop them.

Also, the association should be on top of every educational move during the year. It is appropriate to arrange visits of newsmen with teacher members of the association. This provides good human interest material and is especially important for solidifying the foundation of your local education organization.

PSEA President Helen D. Wise recently declared that today's teachers are better prepared, they have more knowledge (and they know it), and they want to stay in the classrooms, thus implying that they are declining administrative positions.

Concurrently, PSEA Executive Secretary Robert E. Phelps notes that there is a traditional business-military style organization of school districts with a hierarchy consisting of the superintendent and board at the top and teachers and children at the bottom. He contends this hierarchy MUST GO!

Both views reflect the fact that today's teachers, through their organizations, are determined to have a greater voice in the determination of school policy.

Another change has occurred in educational public relations in the past few years, a marked change which is long overdue philosophically, but which should not be viewed in a purely altruistic manner. This is the elevation of the role of the school board's paid public relations specialist. While a national school PR organization has existed for more than a quarter century and, in fact, has been developed and supported in the name of school PR by state and national education association PR people and NEA members, the school community relations officer has now sprouted wings and has chosen to fly alone.

The National School Public Relations Association (NSPRA), housed at NEA headquarters, formerly an NEA department, has now voted to become an associated organization with the NEA. Further, last summer at its annual meeting, NSPRA members voted to delete NEA as a beneficiary in case of dissolution, thus further separating its ties from NEA.

A NEW group—PennSPRA, the Pennsylvania chapter of NSPRA, has taken a similar stand. While it portends to operate in the best interests of education and school PR, the fact is that it has two classes of membership, one for full time school PR personnel and the other for those *interested* in school PR but not paid to perform those functions. This category is for local association PR chairmen and others but requires the same dues payment while denying the right to vote, thus assigning second-class status to teacher organization PR chairmen.

In addition, the Pennsylvania School Boards Association has opened its doors to PennSPRA by inviting it to hold meetings in conjunction with PSBA activities and using PSBA services and facilities. PennSPRA members feel a kinship to administration—this is shocking, considering that many are former teachers.

There can be no question that school districts are beefing up school PR activity in response to the effect the vocal locals have had in exposing teacher concerns. Obviously, there is no limit to the improvements that can be made in education now that local teacher associations have taken on new roles, especially in becoming outspoken.

Nonetheless, the local association should recognize that the board has a position and a right to express it. The association should not be upset when the board speaks out. The key is not to get trapped into making a reactionary statement or to issuing a countercharge to a school board's statement unless the board reports incorrect factual information.

The local's objective should be to report its position forthrightly, to win public support rather than to engage in a name-calling battle in the press.

Since there is now competition, the more effective PR effort will prevail.

"Fifth graders are ready for individually tailored experiences," says **MILDRED T. WILSON,** *principal, Conwell Middle Magnet School, Philadelphia.*

What About the Middle School?

"I believe that it is an institutional corruption," says **SAMUEL H. POPPER,** *professor of educational administration, the College of Education, University of Minnesota, Minneapolis.*

□ **The term "middle school" has suddenly become fash**ionable in educational jargon. It has been used rather freely to describe various grade combinations—5 through 8, 6 through 9, 6 through 8, 4 through 7, and even, usurping the range sacred to junior high school, 7 through 9. Many of us, however, feel that the middle school is not dependent upon grade combinations but is really a completely new approach to the education of young people between the primary and the high school years. Grade combinations are much less important than the focus and spirit of the whole operation.

My not very original theory is that the early years of a youngster's schooling should be devoted to making the tools of living and learning familiar to him. He needs to learn the basics—reading, writing, and arithmetic—and to have the experiences that lead to social learning. In the late school years, he needs to gain the specialized and basic knowledges that will be vital to his career and to his whole adult life. The experiences of the years between—the middle school years—must be uniquely and individually tailored to each individual so that the tools may become the skills he needs in order to realize his full potential, and the fifth year is none too early for these tailored experiences to begin.

We at Conwell Middle Magnet School have had the opportunity of developing a school that offers such experiences. The school, which draws from all sections of Philadelphia, is completely ungraded. When stu-

OPINIONS DIFFER

□ **No one professionally active in education has to be** told that all American education, public and private, is troubled today. But early adolescent education has been troubled almost since its inception.

Now, some educators say that junior high schools of grades 7-9 are on the way out; middle schools of grades 5-8 are on the way in. These people frequently claim that everything that has gone wrong in junior high schools can be made right in the 5-8 middle school.

Things have gone wrong in junior high schools, but every learning objective, every innovation which is proposed for the 5-8 middle school—team teaching, modular flexible scheduling, nongradedness, computer terminals, talking typewriters, independent study—can be actualized in the 7-9 structure without compromising its institutional integrity. Indeed, I believe that the middle school composed of grades 5-8 is an institutional corruption. It is at once corruptive of early adolescent education and of childhood education in the elementary school.

The established institution for early adolescent education has been in a consistent state of growth since its beginning about 60 years ago, despite having been called "tramp steamer of the educational fleet," "stepchild of public education," "a school without teachers," and "a stepping-stone organization." Obviously, something in the cultural environment of American society is responsible for this growth. What is the

dents apply for admission we screen them carefully in order to determine their present skills and attitudes. We use this information to guide us in planning each student's program so that it will provide the sort of initial support important to his development.

We believe that young people during these in-between years are very different from those in any other period and also that they differ from each other to a greater degree than do members of any other group. At this stage, erratic physical and emotional growth patterns are usual and have definite effects on learning. During these years, when attitudes are formed, uncertainty as to abilities and values often keeps a young person off-balance, ill-equipped to profit from the traditional structured group learning process. The school's first responsibility seems to be to create a climate where it is possible and satisfying for each student to develop his own potential.

At Conwell, we have gone about this in many ways. Naturally, staff is of primary importance; not only must teachers measure up scholastically; they must also be able to see each student as an individual and really want to help him to make the most of himself.

The members of the staff must learn to work together in various team combinations. They must be willing to learn to give up the center of the stage and use their talents as directors and managers of learning experiences—to set the stage, even present the script, and then get out of the way and let the student learn.

The fundamental administrative unit at Conwell is the cross-discipline team made up of five teachers and about 180 students. These five teachers and two others from the labs each serve as adviser for a group of about 25 students, and the team is collectively responsible for the appropriateness of every student's program. We have four such teams, with an overlap of year levels in each one.

Every student on the roster is assigned a large block of "team time." The roster indicates lab assignments as well. (The term *lab* is used to designate any time assigned outside the team program, and covers physical education, art, science lab, business lab, journalism, TV production, foreign languages, various music offerings, the learning laboratory, and any other individually prescribed activity.)

The teachers in the teams are specialists in the basics—social studies, mathematics, science, and the communicating skills—and have complete autonomy within the team assignments over how each student's time is used. The scheduled daily team meetings make immediate adjustments possible as required.

Since it is more important for students to learn a skill thoroughly than to meet with a teacher a given number of times a week, the whole range of organizing for learning is at the disposal of the team teachers.

(*Continued on page* 56)

something that generates such a powerful pressure on the school system that even an admittedly malfunctioning junior high school organization is better than none at all?

As I see it, the "something" is the need for an educational organization specially designed to meet the developmental requirements of early adolescence, the most difficult period of all human growth.

Kindergarten is the boot camp of formal education. Family and school join in an effort to introduce society's very young to the importance of achievement and the rewards of performance. By means of gold stars, appointment to the honored position of monitor, and other bonuses, pupils soon learn that a system of differential rewards for different levels of effort and achievement is a classroom norm.

When pupils reach high school, performance pressures intensify. Scholastic standing, college boards, and such things as competitions sponsored by industry and government are the visible evidence of this.

Elementary and high school students are, for the most part, physiologically and psychologically capable of satisfying school and family expectations. But in between, in early adolescence, a physiological revolution begins. Pupils, heretofore well-composed, encounter difficulty in conforming to performance expectations. At this point, they need the special school organization we traditionally called "junior high school."

Ideally, this special school organization is oriented to the pupil as a human being as well as to the pupil as a learner of cognitive skills. The learning of cognitive skills is not overlooked, but during this time of physiological and emotional stresses and strains, the pupil is granted a psychosocial moratorium from those cultural disciplines that school, as a socializing agent of society and as a social system, imposes.

Few disagree with the concept that early adolescents need a special unit of school organization in which they are to be exempted temporarily from the achievement and performance pressures of our society—an organization in which they can survive the turbulence of an "ego resynthesis" (a reference to Erik Erikson) without embarrassment and fear of failure. Disagreement arises, however, over what age brackets constitute early adolescence.

Advocates of the grades 5-8 middle school claim that the onset of adolescence has shifted downward because of a changed climate, improved diet, sharply modified social relations, and a host of other natural and cultural influences. However, during nearly six months of reading the research literature in reproductive physiology at the medical library of the University of Minnesota, I have found no substantive evidence in support of this claim. On the contrary, a 1968 publica-

(*Continued on page* 56)

Dr. Popper discussed this topic at greater length at the 1969 meeting of the National Association of Secondary School Principals. He has taught English and social studies.

Wilson (*continued from page* 55)

This can result in teachers' having a realistic amount of time for planning and working.

As a school, we have focused our attention on six major areas for development—personal responsibility, learning strategy, critical thinking, creative thinking, effective social behavior, and effective communication. Our goal is to provide students with an environment where it is almost natural for every youngster to develop to the highest degree of which he is capable.

The general atmosphere of the school is friendly and busy. Visitors often remark that the many students moving about all seem to be going somewhere to do something. No demonstration classes are conducted, but visitors are free, after an orientation tour (often student-led), to spend time anywhere that particularly interests them. In the team rooms, they see various combinations of youngsters operating with or without teacher guidance and usually a sizable number working with some of the machinery designed to spread the influence of a good teacher and bring out independence in the student.

In the classrooms, teachers are available for consultation, but they hold back to give the student a chance to discover for himself or to learn from his errors if he's working on a specific skill. Teachers watch how a particular youngster goes about learning and plan his future course according to his specific needs and not on the basis of "what all twelve-year-olds require." Conwell students display a professionalism that is certainly not to be expected in the light of their ages, the broad range of their measured potential, their achievement records, their economic and social backgrounds, and their general behavior history.

Our experience indicates that middle school doesn't depend on grade range or team teaching or any specific administrative method. We have found that getting the youngster at fifth year instead of at the seventh is good because it gives us a head start on thwarting the potential dropout, and we have found teaming important because more of us get close to every youngster and our pooled caring leads to understanding and confidence—students feel safe and important.

We have found that by relating the general curriculums to actual essentials for surviving in the society at a basic level and adding however much an individual student can master confidently, we can cut to a minimum passed-over subject matter and poorly learned skills. We hope to send off each student secure in the knowledge that he can learn, that he knows how to go about learning, and most of all, with a feeling that learning is really worthwhile. That will beat out mere Carnegie units anytime! □

Popper (*continued from page* 55)

tion of the Committee on Adolescence of the Group for the Advancement of Psychiatry is supportive of both general and specialized literature bracketing the early adolescent period as about age 12 to 15—the age bracket that has been institutionalized in American early adolescent education from the beginning.

Of course, more extensive research might lead to a different conclusion. To end argument, could we not ask specialists in reproductive physiology to determine the age for us? If their studies conclusively showed that the onset of adolescence has been accelerated since 1910, lowering the age brackets served by early adolescent education would be justified. Otherwise, to adopt the grades 5-8 middle school structure would be to ignore the raison d'être of this special kind of school. It would compromise the institutional integrity of the organization.

In my opinion, the ills that beset schools for early adolescents do not arise because of the ages of the pupils they enroll but because the schools seldom succeed in offering the special kind of education young adolescents need.

Anthropologist Margaret Mead sets the special case of early adolescent education in a revealing perspective when she notes that in our type of culture, early adolescents need ". . . freedom from pressure—freedom from choosing their careers, freedom from being told that if they don't pass this exam or that exam they won't ever get anywhere." She concludes, "The junior high school was set up to protect young adolescents."

For the most part, however, the junior high is not fulfilling its protective mission. In my research material, I have junior high report cards indicating a grade of D- in physical education, a C- in home economics. On a trial basis, Yale University has discarded the traditional grading system, but anyone who suggests that a junior high school teacher or principal follow this lead is usually made to feel like a thief separating a blind man from his guide dog. These educators agree, in principle, that junior high schools exist to satisfy the needs of early adolescents, but they go right on calculating grade-point averages to the last decimal point and otherwise turn their junior high school into a pressure-cooker microcosm of society.

The crux of the problem, it seems to me, is a failure to have special preparation programs for those preparing to teach early adolescents. Today, most junior high school teachers are trained in so-called programs of secondary education that are geared to prepare high school teachers.

Schools of education differentiate preparation for other units of public school organization. Why can't they do the same thing for early adolescent education? □

EARLY SCHOOL ADMISSIONS

A Baltimore Best Seller

□ **Five years ago, I visited Baltimore's Early School** Admissions Project—a small-scale experimental pre-kindergarten program for four-year-olds living in the inner city. In the article I wrote about the program ("To Be Continued . . . ," September 1964), I said: "The story of the Early School Admissions

Project is as exciting as a serialized mystery story. If only the conclusion can fulfill the hopes that the first installment raises, it will be a best seller."

Recently I paid a second visit to Early Admissions and found that it has indeed become a best seller. A project no longer, Early School Admissions is now a regular part of the Baltimore City school system. Educators and laymen alike regard it as a potent weapon in the war against poverty and ignorance.

At the time of my first visit, the Project was nearing the end of its second year. The children originally enrolled had gone on to kindergarten and a second group were nearing "graduation."

The indications seemed to be that the Project was achieving its goal—that it was giving a better chance for school success to children whose home conditions deprived them of many of the experiences that enrich other childhoods. The children who pioneered in the enrichment program had gained considerable understanding of concepts and had improved markedly in their ability to communicate and socialize. Their mental maturity test scores were higher than they had been when they entered the program. The youngsters who had already gone on to kindergarten had been kept together in special classes because kindergarten teachers considered them too advanced for work designed for children who had not had the Early Admissions experience.

Educators connected with the Project were understandably hopeful that the experiment would show the way to avoiding the school failures that so often lead to dropping out. They realized, however, that they had no conclusive proof of success:

"They're doing fine now," cautioned Baltimore's then assistant superintendent for elementary education, "but what will happen when they get to third grade? Will they taper off or fall behind? Will these children have an advantage that will persist through the grades? . . . We won't know for years."

In the five years between my visits, the superintendent's first question had been answered. The school records of children who took part in the program several years ago indicate that they have an advantage that persists at least through the third and fourth grades.

Perhaps even more significant are the gains these youngsters have made in areas where progress can't be assessed by paper and pencil tests. Elementary teachers have found that Early Admissions children are better equipped to cope with schoolwork than children from their neighborhoods who have not had the experience. For example, a first grade teacher says, "You can begin earlier to do real work with them. They seem to be more mature and you can communicate with them on a higher level."

Typical comments by elementary principals are: "I would not want to be without the Early Admissions program," and, "Teachers say to me, 'I hate to think of the difficulties these children would have experienced if they hadn't had Early Admissions.' "

The school district has demonstrated its belief in the value of Early Admissions by allowing the program to expand. Early Admissions started in specially designed spaces—called Centers—in two elementary school buildings. Last year, 44 groups of preschoolers were enrolled in Centers housed in 22 elementary schools. More parents each year try to have their children enrolled in the program, and those parents whose children have participated are eager to have some of the special features of Early Admissions extended into kindergarten and the grades.

Early Admissions has been a stable program. Many of the elements outlined for the original program are little changed, and many of the professional staff members have been with the program since the beginning. Youngsters in the 1969 groups engage in the same kinds of tasks as did the children in 1963. They participate in similar horizon-expanding experiences—playing active games, pretending, taking trips, listening to stories and talking about them, making things, and wondering. The children receive a nourishing lunch every day and have the services of nurses, doctors, psychologists, nutritionists, and social workers.

Other aspects of the program have changed, however. Although Baltimore's early childhood educators have realized for several years that they have a good thing going, they have not been smugly satisfied with the program. While hundreds of Baltimore children have been learning at Early Admission Centers, the adults who work with them have been learning, too, and the program reflects what they have learned.

Originally, Early Admissions was somewhat isolated from the rest of the school system. Now that it is an integral part of the system, principals and teachers work closely with Early Admissions staffs and make every effort to carry Early Admissions-type experiences through kindergarten and the first three grades.

When Early Admissions was in the project stage, sessions lasted all day, and 35 children made up a class. The ratio of adults to children at a Center was about 1 to 9. Today, the proportion of adults is higher, because experience has shown that the more individualized attention a child receives and the more one-to-one encounters he has with interested adults, the more he benefits from the program. Class size has been cut in half by means of scheduling two half-day sessions at each Center; a Center staff now consists of two teachers and two aides, assisted by a fifth adult, the program assistant, who spends about a day a week at each of the four or five Centers she is assigned to.

The presence of so many adults in the Centers means that a grown-up is always on hand to admire a drawing, to help with a word that is hard to pronounce, or to comfort someone who has a bruised knee or hurt feelings. At lunchtime, an adult joins each group of four or five at its table.

The high ratio of adults to youngsters makes it possible to have many activities that would be impractical in a situation where only one or two adults were present. For example, on my last visit, the children at one Center were making fruit pies. With five adults present to supervise and suggest, the four-year-olds turned out real pies, ready for the oven. One

(Continued on page 74)

THE FOUR R'S

GILBERT PAPP, *English teacher, Middlesex County Vocational and Technical High School, New Brunswick, New Jersey.*

□ **My life after retirement was all** set. As I was fast approaching my sixty-second birthday, my family were in firm agreement with me that I would spend my winters in Florida—perhaps a small house or efficiency apartment could be purchased; and my summers would be in one of the New England states at a small camp on a lake or at a chalet in the mountains.

I was happy with the idea. I could reread my beloved classics, listen to music, live in the sun, maybe even try fishing—all to my heart's content. These were my general plans; the details would take care of themselves.

Then one morning as I called the roll in my homeroom, Al did not answer with his sleepy "Here." I looked up and noticed that his seat was empty. Someone snickered and as I glanced around, I saw one of Al's friends grinning sheepishly.

"Al's in jail," he volunteered.

Without pursuing the matter, I finished the roll call and began the lesson.

On my lunch hour, I called Lt. B., one of my former students, and found that Al was indeed in jail. The judge had given him 23 days in the county workhouse when he was unable to pay for $235 worth of traffic violations and his father refused to bail him out.

I had to see him. Al was on very thin ice in school. He was a senior and barely making it—not because he was stupid, but because he was tired. After school, all night, and weekends he pumped gas for "a buck and a half" an hour to support a brand-new car.

Having arranged with the warden at the workhouse to get special visiting rights, I took Al his lessons and sat with him in the dining hall while he started on them. I explained what the other instructors wanted him to do and provided any further help I could.

Al finished his 23 days, and I am happy to say that in June he was graduated. He has a good job now and is planning to get married. As for me, I am still at the workhouse.

During the lessons with Al, I became aware of Jerry, a handsome black giant who was on work detail in the kitchen. He invariably found extra work near where Al and I were studying. His ears were always turned in our direction. Finally, he spoke to me and asked if I would help him with his reading.

"I can print my name," he said.

And that was about all he could do.

His life story is typical of those of many men and women I have met at the workhouse since. Jerry's mother had deserted him and his brother, and so a foster parent brought them up as best she could. Jerry told me that his brother is retarded and that he thought he, too, was a "dummy"—as he put it. He spent his early school days in the principal's office for general misbehavior; he fought with others in and out of school; he had spent 11 of his 23 years in state homes or in city and county jails. For his latest escapade, cop-fighting, he got a year. During that period, I taught him to read, to write, and to do numbers.

No, Jerry has not become a scholar; he does not enjoy Shakespeare and the classics. But he reads at fourth to fifth grade level and has a steady job.

So, good-bye Florida and New Hampshire! I guess I'll spend my retirement at the workhouse helping many Als and Jerrys and Millies and Jennies. I'll spend my nights helping the drunks, the junkies, the prostitutes, and the cop-fighters; I'll devote my days to hounding city, county, and state officials to find, to give, to allocate some money so this program can continue permanently. I'll find someone to help me who will accept these troubled men and women in trouble and hold out a friendly hand to pull them up toward respectability. Reading, 'Riting, 'Rithmetic, and Respectability. The Four R's.

I don't expect miracles. However, I feel that it accomplishes little to punish, to give 30 days, to put in solitary, and then to send back to the streets with a few dollars' walking money. There should be more. Perhaps the help of an experienced, retired teacher may be part of the answer.

On my bulletin board in school there is a neatly painted card done by one of my students:

If I plant one seed that
Grows to ripened grain,
What matter who shall reap?
Mine is the gain. □

As announced in the October issue, this article on creative retirement won the $1,000 first prize in the 1969 TODAY'S EDUCATION-Reader's Digest Foundation Teachers' Writing Competition.

YOU MAY NOT AGREE, BUT . . .

STUDENTS NEED A COURSE IN THINKING

says **CORALIE COGSWELL,** *instructor in English, The Pennsylvania State University, Scranton.*

□ **Society frowns on the high** school graduate who says, "He done it"; and the student who fails to master the computation of interest rates is indeed handicapped. But who frowns on the graduate who has not mastered the rudiments of thinking clearly? And yet is he not more seriously handicapped than the others?

Our society is complex, highly specialized; our nation is rife with conflicts and pressure groups; our people are constantly bombarded, propagandized, and distracted by the mass media. Faced with complexity, conflict, and confusion, many individuals are driven to one extreme or another by their emotions; others withdraw from social and political issues and devote themselves to private interests and hedonistic distractions. Neither of these actions is a reasonable choice for an individual in a democratic society, but the ability to reason is what many of our citizens lack.

A course in the art or science of thinking would seem to be so necessary and valuable for individuals in particular and society in general that it should be an absolute requirement for every student. But how many schools offer such a course? I do not know one.

To institute such a course, an interdisciplinary group (including perhaps a psychologist, a philosopher, a social scientist, a journalist, a linguist, a scholar in the humanities) could draw up a model syllabus. In determining the content of the course, they could ask, "What basic facts should every person know about the functioning of his mind? What must he know in order to read, listen, and view critically? What must he know before he can think, speak, and write logically?"

The course might have four units. The first could be devoted to a study of how an individual feels, perceives, and thinks. Biology, philosophy, and psychology would form the basis for this unit. The student could become aware of the ways in which his thinking processes resemble those of animals, computers, and the great creative thinkers throughout human history. He could come to recognize that his unconscious as well as his conscious mind is involved in thought processes and that his unconscious may be useful to him in creative thinking.

Another unit might deal with language. The study of linguistics shows that not only did people the world over develop different languages, but that the forms of their languages influenced their thinking and vice versa. Two uses of language might be distinguished: (a) the denotative in which words are used objectively and (b) the connotative in which they are used emotionally. Students could discuss the ways in which emotionally charged words are used in poetry, advertising, and propaganda and how they are used to insult and ridicule. They could also become aware of forms of communication that are not verbal. For example, mathematics uses a special, universal, denotative language; objects such as the American flag, the Bible, a lily, or a wedding ring have a symbolic meaning in our society; people communicate nonverbally—by smiling, gesturing, or raising an eyebrow; they also communicate through music, painting, sculpture, and dance.

A third unit could treat logic informally. Students could become aware that they constantly make inferences. They could learn to recognize valid inferences and to avoid making hasty generalizations, thinking in stereotypes, and using false analogies. This unit might also include a study of the scientific method.

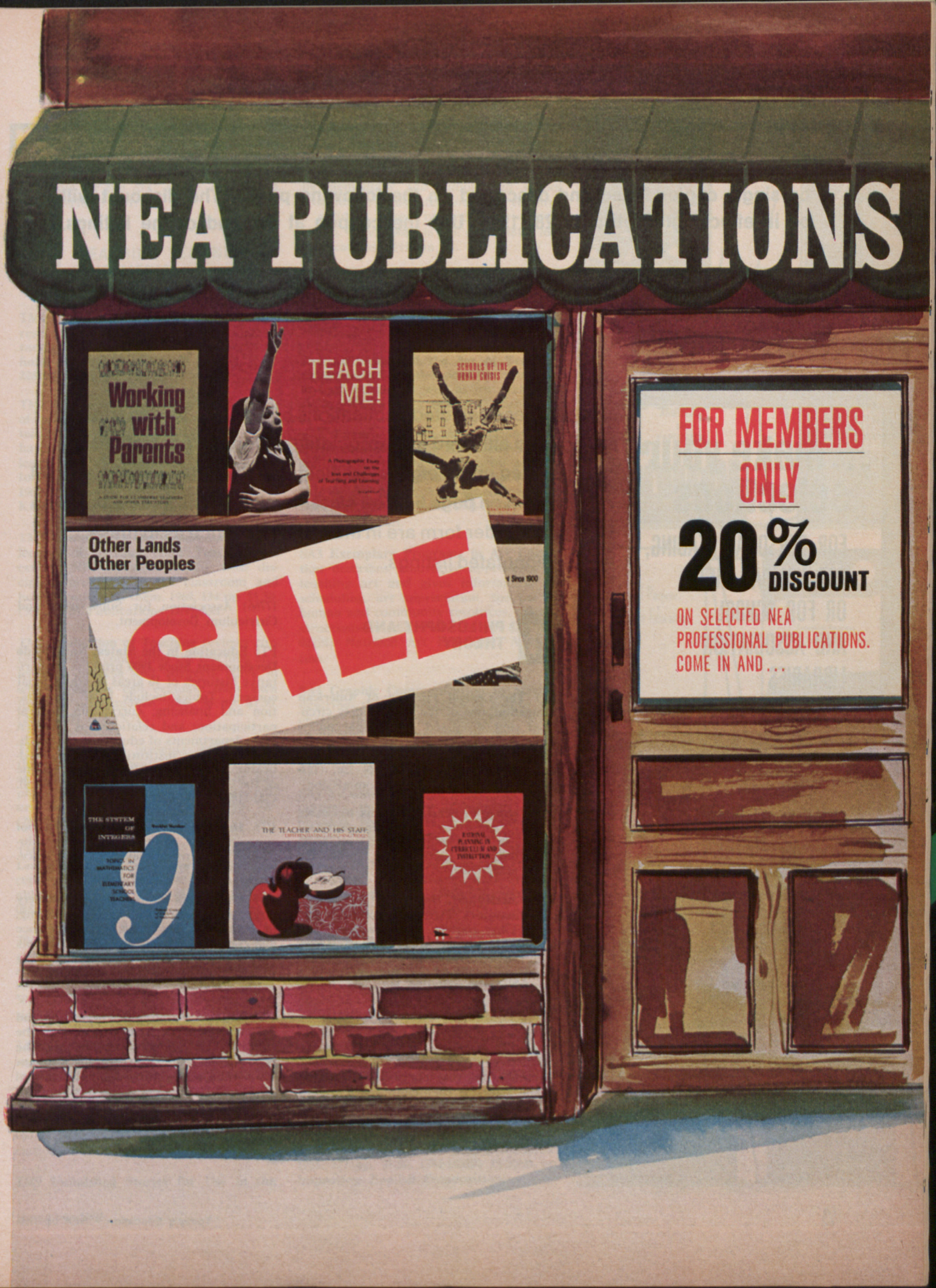
A fourth unit could deal specifically with the mass media, particularly television, commercial films, newspapers, and magazines. Students could discuss each medium in terms of its special purposes, advantages, problems, financial backers, and audience. They could become aware that for every newspaper story or magazine article, every documentary film or newscast, a writer or editor or director has elected to include or omit certain facts and opinions. They might compare several newspapers with varying editorial viewpoints for their treatment of a single news story.

Who would teach the art of thinking? The teacher most interested and qualified might be a good choice, but an even better idea might be to use the team approach in which a social studies teacher, science teacher, English teacher, and mathematics teacher could each bring his special viewpoint to the course.

Every child should have the course not later than the ninth grade. Then, the potential dropouts who need this subject as much as anybody else would be sure to have it before they leave school, and the students who continue their education would have the necessary skills and understandings in this area to make their future study more meaningful.

So let us continue to teach the classifications of plants and animals, the outcomes of famous battles, and the stories of Edgar Allan Poe. But to these let us add that most fundamental course of all—the art of thinking. □

Mrs. Cogswell taught English and history in high school and was a librarian on the elementary and junior high levels.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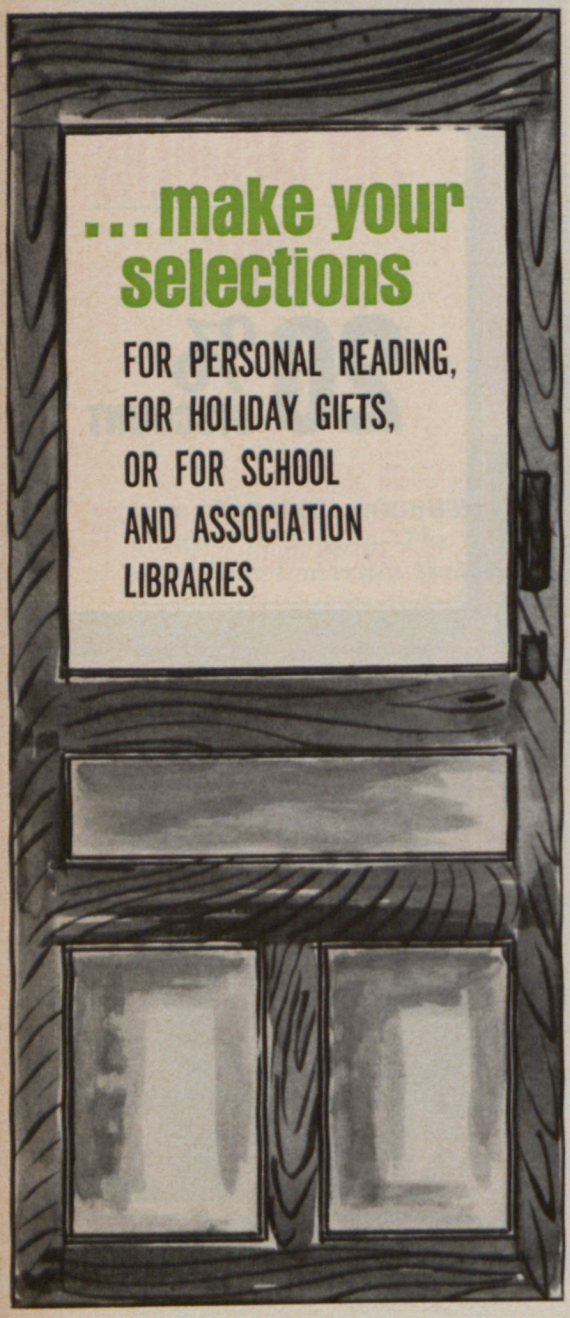


These selected publications of the NEA, its departments, and affiliated and associated national organizations are listed under eight classifications. To order, use the special form on page 68. The classification codes and numbers on the order form are in the same sequence as in these annotated listings.

1 PHILOSOPHY AND THEORY

PT1 **The Central Purpose of American Education,** one of the most widely circulated and discussed educational policy statements, asserts that the central purpose of American education is to develop rational thinking. 1961. 31 pp. 35¢. (191-05924) Educational Policies Commission.

PT2 **Change in School Systems** discusses crucial questions on organizational change in the schools. 1967. 115 pp. $2.50. (031-01010) NTL Institute for Applied Behavorial Science.

PT3 **Curriculum Handbook for School Administrators** describes current developments in content, organization, and teaching methods in 14 subject areas, with a discussion of how to plan and organize for curriculum change. 1967. 320 pp. $6. (021-00676) American Association of School Administrators.

PT4 **Early Childhood Education Today** spotlights attention on the growing significance of education for the very young. It emphasizes that education is an individual right for each child and a responsibility of society. 1968. 56 pp. $2. (611-17766) Association for Supervision and Curriculum Development.

PT5 **Education in the States: Nationwide Development Since 1900** presents authoritative histories of 16 areas of educational concern. Topics include basic organization and financing; curriculum; federal participation; and relationships between state departments of education, the teaching profession, institutions of higher education, and the public. Second volume of the CCSSO project. 1969. 772 pp. $12.50. (381-11884) Publications Division.

PT6 **Humanizing the Secondary School** suggests ways to make secondary education a more humanizing experience. 1969. 140 pp. $2.75. (611-17780) ASCD.

PT7 **Life Skills in School and Society** stresses the affective skills of relating, of being and becoming, of competence and compassion, which can make schools more humane and more relevant to young people. 1969 Yearbook. 184 pp. $5.50. (610-17786) ASCD.

PT8 **Rational Planning in Curriculum and Instruction: Eight Essays** focuses on the substance of curriculum reform and the processes of change in planning a design for a total school program. 1967. 208 pp. $2.75. (381-11790) Center for the Study of Instruction.

PT9 **The Study of Curriculum Plans** describes a process for school faculty groups to use in analyzing their plans for curriculum. This is the first in CSI's "Schools for the 70's" series. 1969. 44 pp. $1. (381-11862) CSI.

2 TEACHING TECHNIQUES AND MEDIA

TM1 **Class Size** surveys and summarizes research findings on class size in elementary and secondary schools, but draws no final conclusions. 1968. 49 pp. $1. (434-22810) Research Division.

TM2 **Diagnostic Teaching** takes the point of view that children learn best when teachers respect them as individuals, have faith that they want to and can learn, and give them the responsibility for identifying and meeting their needs. 1966. 52 pp. $1. (281-08808) Elementary/Kindergarten/Nursery Educators.

TM3 **Discipline in the Classroom** is a collection of articles from TODAY'S EDUCATION: NEA JOURNAL dealing with discipline problems in the classroom and how to cope with them. 1969. 134 pp. $1.50. (381-11878) Publications Division.

TM4 **Evaluation of Teaching** reviews current research concerning the teaching and learning process and suggests ways in which teachers can evaluate their own teaching performance. 1966. 96 pp. $1.50. (281-08740) E/K/N/E.

TM5 **Motivation** presents speeches of three leading elementary educators given at E/K/N/E's annual meeting. The emphasis is on encouraging the child's natural desire for learning. 1968. 30 pp. 50¢. (281-08850) E/K/N/E.

TM6 **Multi-Age Grouping: Enriching the Learning Environment** examines this concept of school organization with favorable conclusions. 1967. 40 pp. $1. (281-08820) E/K/N/E.

TM7 **The Negro American in Paperback,** a list of paperbound books on the Negro American, was compiled and annotated for use in secondary schools. 1968. 49 pp. 50¢. (381-11796) Center for Human Relations.

TM8 **Techniques for Effective Teaching** suggests a wide range of practices for teaching and indicates their suitability to various types of learning experiences. The latest edition includes the use of newer media. Rev. 1966. 40 pp. 75¢. (261-08374) Home Economics Education Association.

TM9 **Unfinished Stories for Use in the Classroom** is a recently expanded collection of 44 stories from the NEA JOURNAL feature, "Unfinished Story." Each story presents a situation typical of those faced by elementary and junior high school students in daily life, and each requires a solution based on moral or ethical values. Rev. 1968. 48 pp. 75¢. (381-11766) Publications Division.

3 SUBJECT AREAS

SA1 **Attitudes and the Art of Teaching Reading** stresses the need to work for love of reading as well as for mastering skills. 1965. 48 pp. $1. (281-08792) E/K/N/E.

SA2 **English for the Academically Talented Student in the Secondary School** contains up-to-date articles by authorities in the field on the teaching of English to the bright high school student. Rev. 1969. 120 pp. $1.50. (501-15308) Publications Division.

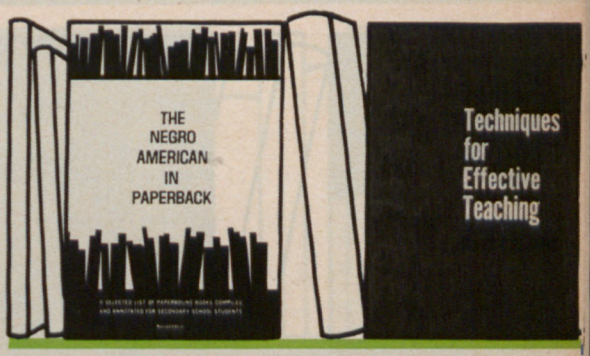
SA3 **Exemplary Programs in Art Education** describes innovative approaches to teaching art and gives information on scheduling, art appreciation, the use of human and community resources, and instructional media. 1969. 124 pp. $2. (061-02228) National Art Education Association.

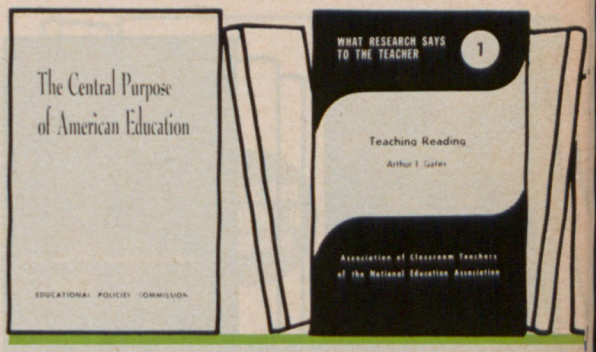
SA4 **Graphic Communication in Science** describes the various types of graphs and charts, the materials needed to make them, and how they can be used. 1968. 44 pp. $2. (471-14562) National Science Teachers Association.

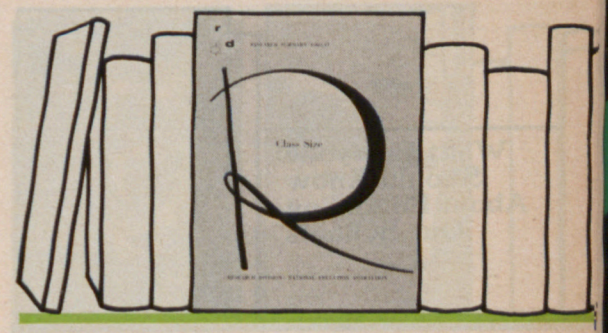
SA5 **A Guide to Human Rights Education** outlines the history of human rights progress, reprints the texts of important human rights documents, and makes a number of valuable teaching suggestions. It includes an introductory chapter by former Chief Justice Earl Warren. 1969. 160 pp. $2.25. (498-15228) National Council for the Social Studies.

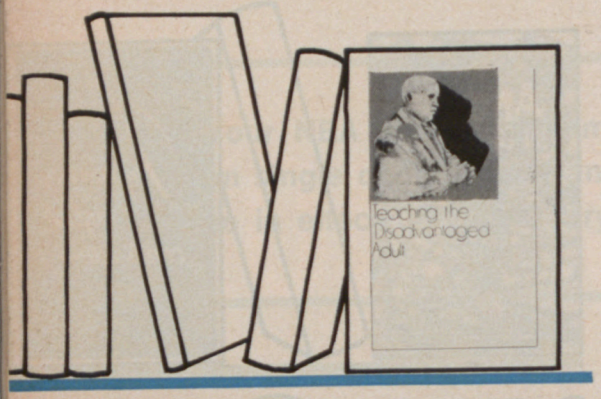
SA6 **How We Do It Game Book** contains diagrams and instructions for over 200 games that provide an opportunity for varied, vigorous activity. Rev. 1964. 352 pp. $3.50. (245-06954) American Association for Health, Physical Education, and Recreation.

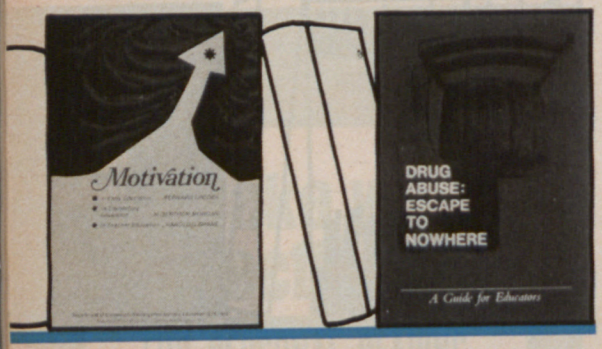
SA7 **Improving English Composition** supplies information on how to establish a composition program by the use of theme readers and linguistics, how to develop a sequential program from elementary through secondary school, and how to organize evaluation procedures. 1965. 127 pp. $1.50. (781-10510) Project on Improving English Composition.

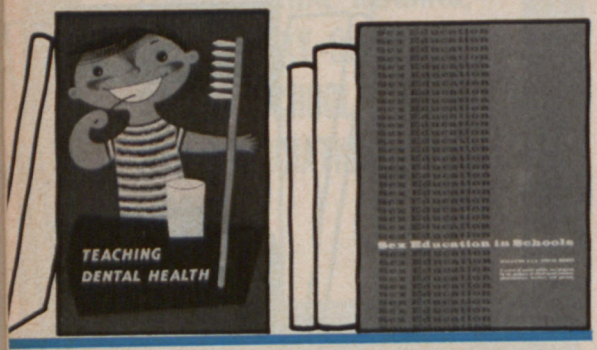


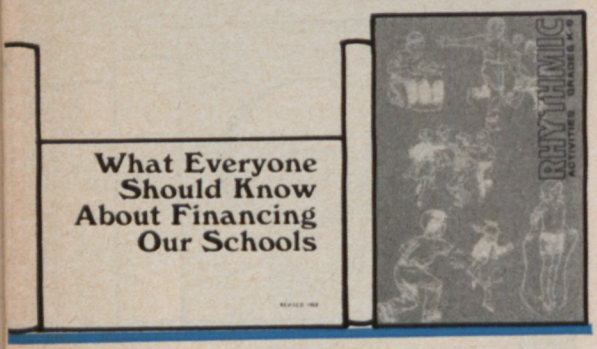












SA8 **More Topics in Mathematics for the Elementary School Teacher** is a compilation of 10 additional booklets that extend the subject matter of the earlier series as well as some specialized and more advanced topics. 1969. 600 pp. $7.50. (300-09362) Each booklet listed below is available separately for 65¢. National Council of Teachers of Mathematics.

9. **The System of Integers.** 1968. 68 pp. (301-09356)
10. **The System of Rational Numbers.** 1968. 84 pp. (301-09358)
11. **The System of Real Numbers.** 1968. 52 pp. (301-09350)
12. **Logic.** 1968. 56 pp. (301-09352)
13. **Graphs, Relations, and Functions.** 1968. 84 pp. (301-09360)
14. **Informal Geometry.** 1968. 52 pp. (301-09364)
15. **Measurement.** 1968. 52 pp. (301-09354)
16. **Collecting, Organizing, and Interpreting Data.** 1969. 48 pp. (301-09366)
17. **Hints for Problem Solving.** 1969. 80 pp. (301-09368)
18. **Symmetry, Congruence, and Similarity.** 1969. 48 pp. (301-09370)

SA9 **Music Education Materials: A Selected Annotated Bibliography** contains over 1,500 entries, including reference materials for the teacher, instructional and reference materials for the student, and other instructional resources including audiovisual aids. A committee of the Music Education Research Council prepared the bibliography. 1968. 174 pp. $2.50. (321-10310) Music Educators National Conference.

SA10 **Number Stories of Long Ago,** a math classic originally published in 1919 and eloquently illustrated with colored photographs, depicts the probable history of numbers with parables and number puzzles. 1969. 152 pp. $3. (301-09378) NCTM.

SA11 **Other Lands, Other Peoples** presents up-to-date facts about 141 countries, including information on geographical features, population, government, and cultural traditions. Rev. 1969. 312 pp. $2. (381-11788) Committee on International Relations.

SA12 **The Pythagorean Proposition** is a time-tested illustrated review which presents 370 demonstrations of the Pythagorean theorem. 1927. 322 pp. $3. (301-09330) NCTM.

SA13 **Rhythmic Activities, Grades K-6** describes and coordinates rhythmic activities with various stages of child development. It tells how to introduce rhythmic motor experience, develop and improve rhythmic skills, and integrate rhythmic activities with other aspects of the elementary school curriculum. 1964. 64 pp. $1.25. (245-07606) AAHPER.

SA14 **Social Studies in the Senior High School: Programs for Grades 10, 11, and 12** is designed to help teachers and curriculum directors familiarize themselves with current practices, innovations, and philosophical bases for social studies programs in the high school. 1965. 128 pp. $2.25. (497-14956) NCSS.

SA15 **Social Studies for Young Adolescents: Programs for Grades 7, 8, and 9** presents proposals for the improvement of social studies instruction, including sample programs from five schools. 1967. 96 pp. $2.25. (497-14954) NCSS.

SA16 **Source Materials for Teachers of Foreign Languages** is an annotated bibliography listing books, pamphlets, and audiovisual materials. 1968. 32 pp. $1. (381-11824) Department of Foreign Languages.

SA17 **The Study of Education—An Integrated Program for Grades 1-12,** developed by the Greenwich, Connecticut, public schools, is designed to give students a background about educational history; comparisons of educational systems; development of education in America; and current practices, purposes, and problems. 1968. 40 pp. 50¢. (381-11822) Publications Division.

SA18 **Teaching Dental Health to Elementary School Children** contains information on what teachers of grades 1-6 should know about dental health. It includes source materials. Rev. 1967. 32 pp. 75¢. (244-07848) AAHPER.

SA19 **Teaching Nutrition in the Elementary School** emphasizes the importance of nutrition education for youngsters and suggests teaching techniques. 1959. 32 pp. 75¢. (244-06948) AAHPER.

SA20 **A Universe To Explore** presents activities in aerospace education designed and used by junior high students and teachers. It is also appropriate for younger or older students. 1969. 139 pp. $4. (471-14102) NSTA.

SA21 **World Civilization Booklist: Supplementary Reading for Secondary Schools** was prepared by the World Civilization Booklist Committee of NCSS, Morris Gall and Arthur E. Soderlind, cochairmen. 1968. 246 pp. $3.50. (498-15218) NCSS.

4 APPLICATION OF RESEARCH

AR1 **Anger in Children: Causes, Characteristics, and Considerations** focuses on the types of anger with their physiological effects and the practical ways in which teachers can cope with angry children in the elementary classroom. 1969. 32 pp.

75¢. (281-08752) E/K/N/E.

AR2 **Productive Thinking in Education** includes findings on intelligence, creativity, and divergent thinking, with implications for teaching. Rev. 1968. 360 pp. $3. (501-15326) Academically Talented Student Project.

AR3 **Profiles of Excellence: Recommended Criteria for Evaluating the Quality of a Local School System** provides local professional associations, boards of education, and administrators with an instrument to guide them in the study and evaluation of their school system. 1966. 126 pp. $1. (381-11774) Publications Division.

AR4 **What Research Says to the Teacher Series** provides concise, accurate information about many areas of education. Each booklet is written by a well-known authority in the field and contains selected references for further study. Each booklet, 32 pp. 25¢. Association of Classroom Teachers.

1. **Teaching Reading.** Arthur I. Gates. Rev. 1967. (115-03568)
2. **Teaching Arithmetic.** Herbert F. Spitzer. Rev. 1962. (115-03570)
3. **Teaching Spelling.** Ernest Horn. Rev. 1967. (115-03572)
4. **Teaching Handwriting.** Dan W. Andersen. 1968. (115-03574)
5. **Personality Adjustment of Individual Children.** Ralph H. Ojemann. Rev. 1962. (115-03576)
6. **Learning Process.** William Clark Trow. Rev. 1963. (115-03578)
7. **Evaluating and Reporting Pupil Progress.** John W. Rothney. 1955. (115-03580)
8. **Guided Study and Homework.** Ruth Strang. Rev. 1968. (115-03582)
9. **Teaching Secondary School Mathematics.** Kenneth B. Henderson. 1968. (115-03584)
10. **Teaching High-School Science.** J. Darrell Barnard. 1956. (115-03586)
11. **Reading in the High School.** Leo C. Fay. 1956. (115-03588)
12. **Science in the Elementary Schools.** Gerald S. Craig. 1957. (115-03590)
13. **Class Organization for Instruction.** J. Wayne Wrightstone. 1957. (115-03592)
14. **Educational Media.** Gerald M. Torkelson. 1968. (115-03594)
15. **Juvenile Delinquency.** William C. Kvaraceus. 1958. (115-03596)
16. **Parent-Teacher Relationships.** Irving W. Stout and Grace Langdon. 1958. (115-03598)
17. **The Gifted Child in the Elementary School.** James J. Gallagher. 1959. (115-03600)
18. **Teaching Composition.** Alvina T. Burrows. Rev. 1966. (115-03602)
19. **Group Processes in Elementary and Secondary Schools.** Louis M. Smith. 1959. (115-03604)
20. **Teaching the Social Studies.** Jonathan C. McLendon and Findlay C. Penix. 1968. (115-03606)
21. **Understanding Intergroup Relations.** Jean D. Grambs. Rev. 1965. (115-03608)
22. **Nursery School and Kindergarten.** Sarah Hammond Leeper. 1968. (115-03610)
23. **Art Education in the Elementary School.** Hilda Present Lewis. 1961. (115-03612)
24. **Mental Health.** Robert F. Peck and James V. Mitchell, Jr. 1962. (115-03614)
25. **The Educable Mentally Retarded Child in the Elementary School.** Herbert Goldstein. 1962. (115-03690)
26. **Physical Fitness.** Paul Hunsicker. 1963. (115-03754)
27. **Physical Education in the Elementary Schools.** Anna S. Epenschade. 1963. (115-03760)
28. **Creativity.** E. Paul Torrance. 1963. (115-03796)
29. **Listening.** Stanford E. Taylor. 1964. (115-03824)
30. **Anxiety as Related to Thinking and Forgetting.** Frederick F. Lighthall. 1964. (115-03826)
31. **Improving Classroom Testing.** Max D. Engelhart. 1964. (115-03846)
32. **Controlling Classroom Misbehavior.** William J. Gnagey. 1965. (115-03874)
33. **Teaching the Disadvantaged.** Gertrude Noar. 1967. (115-03898)
34. **Motivation in Teaching and Learning.** Don E. Hamachek. 1968. (115-03918)

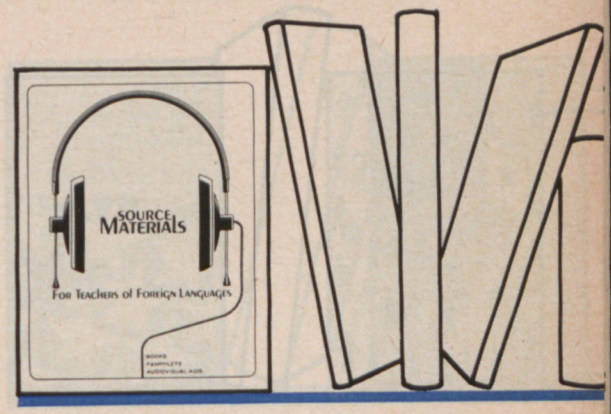
5 ADULT AND HIGHER EDUCATION

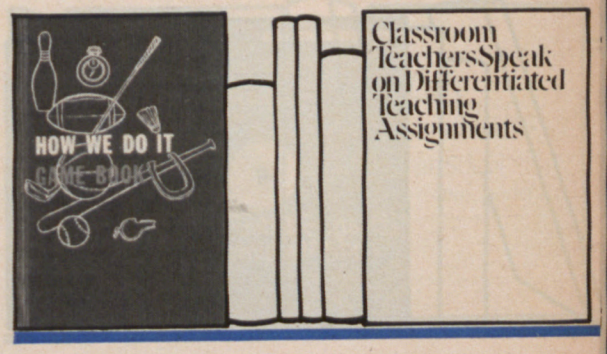
AH1 **Internships in Teacher Education** includes both a theoretical conceptualization and an historical review of the development of internship, as told by people deeply committed to and involved in internship programs. 1968. 228 pp. $4.75. (860-24468) Association for Student Teaching.

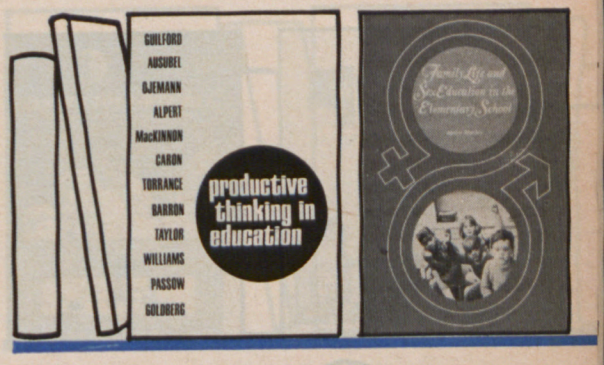
AH2 **The Junior and Community College Faculty: A Bibliography** provides sources for up-to-date information on various aspects of junior and community colleges. 1968. 20 pp. $1. (851-24120) National Faculty Association of Community and Junior Colleges.

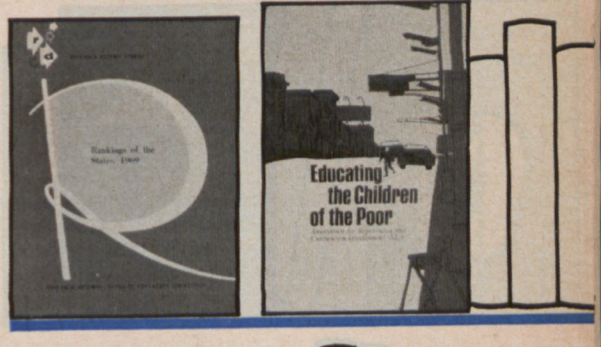
AH3 **New Media and College Teaching** presents critical descriptions of the use of new communications in college and university teaching. 1969. 185 pp. Cloth, $8.50. (071-02398) Paper, $7. (071-02396) Department of Audiovisual Instruction.

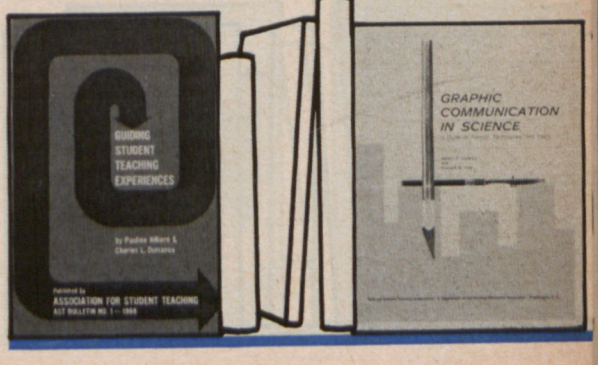
AH4 **Teaching the Disadvantaged Adult**

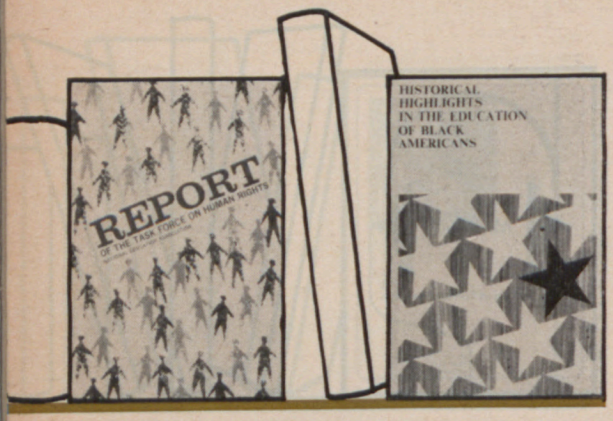






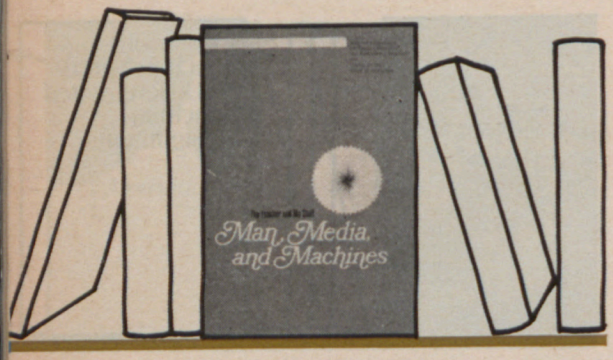






includes information about the art of teaching adults, sources of community assistance, evaluating teacher and student efforts, and the characteristics of adult students. 1969. 100 pp. $2. (751-01062) National Association for Public School Adult Education.

6 SPECIAL PROBLEMS

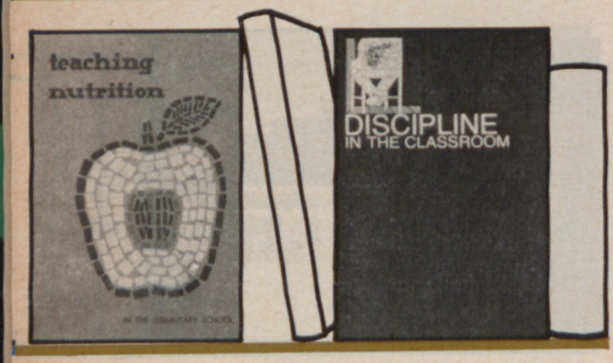


SP1 **Classroom Teachers Speak on Urban Education** reports on the Classroom Teachers National Study Conference on Urban Education: Problems, Implications, and Responsibilities for Classroom Teachers. 1968. 40 pp. 25¢. (111-03920) ACT.

SP2 **Drug Abuse: Escape to Nowhere** presents reliable information concerning drugs and other chemical products subject to abuse and suggests ways teachers can reach young people from elementary school through college on this vital subject. 1967. 105 pp. $2. (244-07816) AAHPER.

SP3 **Family Life and Sex Education in the Elementary School** is designed to assist educators who are interested in establishing or improving such a program in their schools. 1968. 32 pp. $1. (281-08852) E/K/N/E.

SP4 **Historical Highlights in the Education of Black Americans** presents an analysis of the educational development of black people in the United States from 1619 to the present. 1969. 36 pp. 50¢. (381-11900). Also available is a three-panel display that illustrates nationwide trends for the same period and provides space and suggestions for creating a brief history of these trends in local regions or school districts. 1969. $1. (388-11898) Publications Division.



SP5 **Report of the Task Force on Human Rights** discusses the relevance of the fight for human rights to the NEA, traces the history of discrimination in American institutions, describes how the schools deal with the human rights of certain groups, and recommends ways to help end infringements of human rights in the schools. 1968. 96 pp. $1. (381-11834) CHR.

SP6 **The Rescheduled School Year** summarizes research and describes experimentation with various plans, such as the all-year school and the extended school year. 1968. 38 pp. $1. (434-22812) Research Division.

SP7 **Schools of the Urban Crisis,** a report of the special Task Force on Urban Education, gives recommendations for improving urban education. 1969. 64 pp. 75¢. (381-11888) Task Force on Urban Education.

SP8 **Sources of Information on Student Aid** contains valuable information on how to apply for aid and the amounts of these awards. 1968. 20 pp. 25¢. (431-13368) Research Division.

SP9 **Sex Education in Schools** reports on programs in operation and advises on how to win community support for a sex education program. It includes a chapter for parents and an extensive bibliography. 1969. 48 pp. $3. (411-12732) National School Public Relations Association.

SP10 **Special Education and Programs for Disadvantaged Children and Youth** is a compilation of papers delivered at a conference of the same name. 1968. 131 pp. Cloth, $4.50. (551-21038) Paper, $3.50. (551-21036) Council for Exceptional Children.

SP11 **Teachers in Television and Other Media . . . a survey of policies and practices** contains information about the various elements which compose policies and contracts in new media at 165 elementary, secondary, and higher education institutions. 1969. 75 pp. $1.75. (071-02384) Division of Educational Technology.

7 PUBLIC RELATIONS

PR1 **PR in PN for Education Associations** contains suggestions, a case study, and examples of public relations (PR) processes and techniques that will aid in interpreting professional negotiation (PN) to the public and teachers. 1969. 40 pp. $1. (381-11902) Press, Radio, and Television Relations Division.

PR2 **Putting Education on Display** is a guide for planning and constructing educational exhibits and displays that illustrate the school program. It includes specific recommendations on purposes and uses of displays and suggestions on how to keep them simple, inexpensive, and effective. 1964. 24 pp. 50¢. (381-11818) Publications Division.

PR3 **Rankings of the States, 1969** presents rankings by population, enrollment, teachers, financial resources of governments, school expenditures, and other factors affecting the public schools. 1969. 76 pp. $1.50. (435-13378) Research Division.

PR4 **School Finance Campaign Handbook for Education Associations** includes sample materials for planning and organizing campaigns to win voter approval of financial issues. It is ideal for local education associations, school systems, and citizen committees. 1969. 60 pp. $1. (391-12084) PR&TV.

PR5 **The Shape of Education for 1969-70**

covers important current developments in education as presented in 13 specially prepared articles by the editors of *Education U.S.A.* 1969. 64 pp. $3. (411-12742) NSPRA.

PR6 **Teach Me!** is a photographic essay on the joys and challenges of teaching and learning. 1966. 128 pp. $8. (381-11772) Publications Division.

PR7 **Tips for the PR Chairman for Education Associations** discusses the philosophy and activities that make up a public relations program for associations. 1969. 28 pp. $1. (391-12022) PR&TV.

PR8 **What Everyone Should Know About Financing Our Schools** identifies the major questions on school finance that are of special concern to all citizens and contains revised figures and updated statistics based on the most recent information available. 1967. 64 pp. 50¢. (381-11742) Committee on Educational Finance.

PR9 **Working with Parents** explains techniques to enable the teacher to deal with school-to-home relationships, including first impressions, parent-teacher conferences, homework, teacher aides, and developing citizenship. 1968. 40 pp. $1. (411-12718) NSPRA.

8 PROFESSIONAL DEVELOPMENT

PD1 **Auxiliary School Personnel: A Statement by the National Commission on Teacher Education and Professional Standards** discusses selection, training, assignment, and standards. 1967. 20 pp. 50¢. (381-11794) National Commission on Teacher Education and Professional Standards.

PD2 **Classroom Teachers Speak on Differentiated Teaching Assignments** focuses on two questions: How do classroom teachers view differentiated staffing? What are the implications of differentiated staffing for the professional organizations? 1969. 32 pp. 25¢. (111-03948) ACT.

PD3 **Guiding Student Teaching Experiences** describes the role of the faculty, the principal, and the supervising teacher in guiding the student teacher. 1968. 25 pp. $1. (867-24466) AST.

PD4 **Opinions of the Committee on Professional Ethics,** a revision of the 1966 edition, is of particular value to members of both PR&R and ethics committees and to all those interested in the development of the teaching profession. 1969. 114 pp. $1. (201-06052) Committee on Professional Ethics.

PD5 **Supervision: Emerging Profession,** an anthology of readings from *Educational Leadership,* contains articles written by leaders in the profession of supervision during the decade 1960-69, a period of ferment and growth. 1969. 273 pp. $5. (611-17796) ASCD.

PD6 **Teacher Aides at Work** reveals in candid fashion some of the possibilities and pitfalls involved in the use of teacher aides and asks many of the questions that must be faced in making them a part of the teacher's staff. It includes a commentary on the relationship between teacher and teacher aide. 1967. 32 pp. 75¢. (381-11798) NCTEPS.

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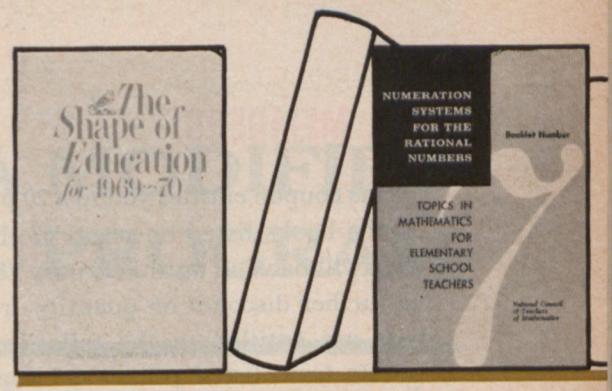
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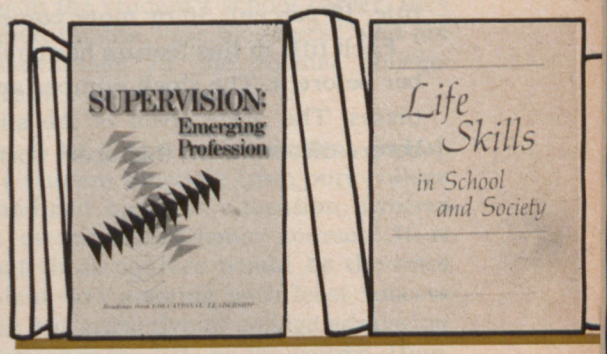

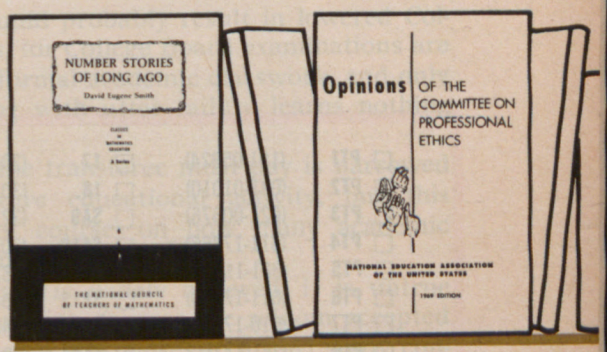
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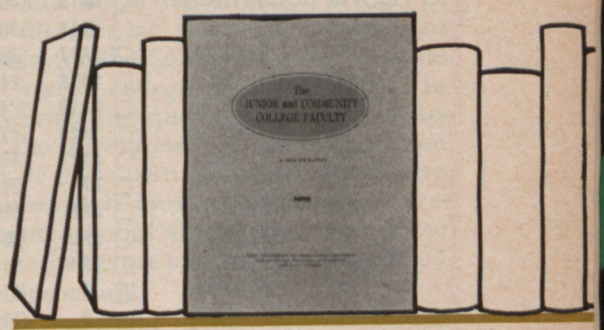

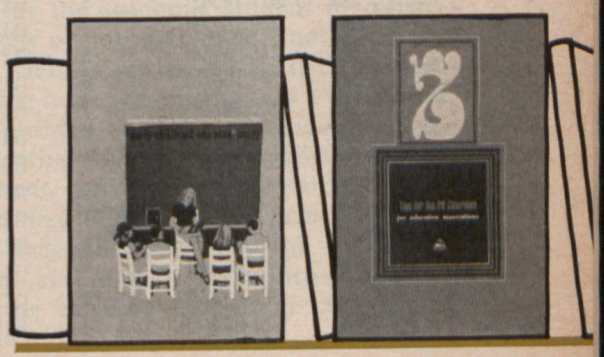

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TRY A MODIFIED BUSINESS EDUCATION PROGRAM

JAMES F. BECK, *chairman, Department of Business Education, New Hope-Solebury High School, New Hope, Pennsylvania.*

□ **We are in an exciting period of experimentation and** innovation in education. Dramatic accomplishments have been made and still more thrilling achievements can be expected in the future. The goal of this expensive effort is to examine and revamp the educative process in order to provide a vital, meaningful educational experience for as many students as possible. It is the purpose of this article to submit the proposal that a solution to this problem already exists for a large number of secondary school students.

The answer lies within the field of business education.

It is further suggested that this solution is not being employed because of sophisticated social pressures and a lack of understanding on the part of those in positions of responsibility.

The students to whom a modified business education (a substitution of some practical business education courses for the more abstract academic courses) could be most beneficial are those who are meeting with minimal success in the formal college preparatory classroom. Too frequently these students are doing poorly because they find themselves in an educational program which has little relevancy for them, in which they cannot meet with the success they need, and which ill prepares them either for college or for life.

Were these students to enroll in a modified business education program, it is quite possible that this continual dulling lack of success could be transformed into a vibrant positive achievement. This remarkable transformation would not necessarily mean that the subject matter in business education is easier. It would result in part because business education is more concrete than much academic work and has more direct relevancy to the student.

Furthermore, except for advanced sequential subjects, most business education courses need not expect anything of the student in the way of past specialized learning. This contrasts with most senior high school academic subjects in which achievement depends in large part on success in similar subjects in previous years. A poor learning experience in junior high school or even earlier frequently predetermines academic failure in later years. Because business education courses start later in the student's school career, they are particularly good for the "late bloomers" who are at a severe disadvantage in the formal college-preparatory program.

There is a price to be paid for this student revitalization. Adapting a student schedule from pure college preparatory to modified business education involves dropping certain esteemed academic courses. It is doubtless true that those courses would be the ones in which the student was meeting with least success and low grades are not attractive to college admission directors no matter what the title of the course. However, the shift would probably result in lowered College Board scores, for College Board examinations are largely based on formal academic classwork, and only a student meeting with utter failure learns nothing in a course.

Another price the transferee must pay is narrowed horizons for future educational activity, but this would depend, of course, on how many academic courses are eliminated.

Though the myth is widely believed, it is untrue that business education courses are seldom accepted for college admission. Responses to a 1965 study conducted in Pennsylvania under the direction of Carl D. Morneweck, then director of statistics, Department of Public Instruction for the Commonwealth, indicate that 53 percent of the 85 colleges and universities in Pennsylvania answering the questionnaire would accept a graduate of the conventional business education curriculum. (Four of these institutions would require other specific courses, but most of the students referred to in this article would already have met these minimum requirements before shifting into a modified business education program.)

The reply to the question, "What courses would be most suitable for the academic student to consider?" depends largely on the individual's natural abilities and goals as well as on the curricular offerings available. Generally, however, the courses that should receive prime consideration include bookkeeping, accounting, typewriting, shorthand, business organization and management, systems and procedures in electronic data processing, and economic principles. Advanced general business and practical consumer economics courses are further possibilities. Indeed, every course in the business education curriculum merits consideration. □

IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Name Tags

Wooden clip clothespins on which each child's name is printed with a marking pencil make useful identifying tags for kindergartners or primary grade pupils.

The children enjoy wearing their name tags, which help them recognize their names and those of their classmates. Substitutes and special teachers who come into the classroom also find this practice most helpful.

—Geraldine A. Twining, *kindergarten teacher, Emerson School, Bloomington, Illinois.*

Seeing Is Believing

We say we want to prepare our students for life. Well, let's get out and acquaint them with some of it via the field trip. Make the trip relevant. Plan it well. Execute your plans. Evaluate the results.

If you happen to have lost your enthusiasm for field trips, following all the above-mentioned steps will help you get it back. Review your course curriculum to see if an off-campus lesson will help make your course more meaningful. Next, find out from your building administrator whether or not the budget allowance will accommodate your plans. Have some facts ready regarding topics, places, distances, transportation, expenses, supervision, and anticipated results. Outline plans for preparing your class for a field trip and for evaluating your results.

If you succeed in selling your ideas, you're ready to take the field trip on your own—minus the students. As with any experience you expose your classes to, you are responsible for knowing the details beforehand, so you need to go through every physical phase of it.

Once this is done, you're ready to put things down on paper. The students should have an itinerary of the trip with the times listed from time and place of departure to time and place of return. Mention all stops on the tour and give the names of persons they will meet at each place. Leave plenty of space on the sheets for the students to note questions they would like to ask. You can teach all kinds of lessons, such as respect for people who take the time to show them around.

Check with your hosts. Note the regulations they want followed, add a few of your own, and get them down in black and white on your field trip sheets. You shouldn't expect your students to know how to act under all conditions, so be sure you and the other supervising adults are prepared to furnish a little on-the-spot training. A ratio of 10 students per adult is a good rule of thumb. Parents may be delighted to go along. How about an administrator?

One last note: No field trip is worth the effort unless you give ample time to a review and evaluation. And there's nothing that says you can't give each student a grade for his participation. Your students will discover that seeing is not only believing, but it can be meaningful learning as well. In later life, they may find that their sharpest memories of rapid, easy learning focus around those field trips that told it like it was.

—Harold Donovan, *coordinator, Work-Study Program, Vestal (New York) Central Schools.*

Try Puppetry

In many of my elementary speech arts classes, I find children who do not respond readily to the idea of getting up in front of the class and talking. Sometimes a child may sit back for days without offering to contribute. Then, along comes a puppet activity, and he joins in eagerly. He knows he won't be seen; he feels freer to project his voice, more at ease in testing out his own ideas.

Puppet activity doesn't have to be elaborate to be worthwhile. Younger children enjoy finger puppets, hand puppets, or paper puppets. Older children often can make their own doll puppets that work on strings. If an art specialist is in the school, you have a wonderful opportunity for collaboration.

Children like to write original puppet plays. Fairy tales, fables, poems, and nursery rhymes provide good dramatic material, but the Punch-and-Judy type of scene is undesirable. The elementary teacher who makes a real effort to promote puppetry in his classroom will discover that it is an excellent oral language activity.

—Mary Imogene Harris, *speech arts teacher, Tulsa (Oklahoma) public schools.*

Happy Birthday

I send "Singing Telegrams" to the teachers and other personnel in our building on their birthdays. Student glee club members from my classroom do the singing. They enjoy it, and so do the teachers and their pupils.

—Evelyn Tipton, *fifth grade teacher, Munroe School, Tallmadge, Ohio.*

Incentives To Spell Correctly

Here's an idea beginning teachers may not have heard of. During November I post a large construction-paper turkey, minus plumage. Pupils with perfect spelling papers get to supply him with feathers.

—Marge B. Feulner, *third grade teacher, Washington School, South St. Paul, Minnesota.*

That Ain't Rite

To spark up language lessons, I write sentences filled with grammatical errors on the chalkboard. Then I challenge my pupils to find all my mistakes and correct them. We do the same thing in spelling.

These games, which the children thoroughly enjoy, really sharpen their attention, and they learn from teacher's "mistakes."

—Mary Kay Amidei, *fourth grade teacher, Pleasant Lea Elementary School, Lee's Summit, Missouri.*

Capital Captions

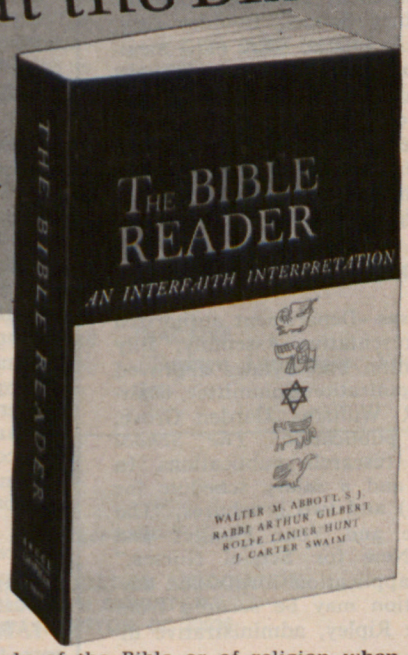
Commercial filmstrips, especially in the social studies, are often boring rather than exciting and purposeful. Frequently the captions accompanying the filmstrips are most uninteresting. They sometimes fail to focus on the main idea of the photograph or drawing shown, and often their wording is either above or below the class level.

For this reason, I simply do not roll the strip fully through the projector. As a result, only the illustration appears on the screen, and my students are presented with visual experiences for which they must provide the descriptions.

I find that students come up with ideas that are usually more worthwhile, more meaningful and useful for further class discussion, than those the manufacturers provide.

—David E. Weischadle, *teacher of language arts and social studies, Herbert Hoover Junior High School, Edison, New Jersey.* □

In addition, it might well be said that *one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities.



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NEA DEPARTMENTS

American Driver and Traffic Safety Education Association—*Safety: Journal of Administration, Instruction, Protection.* Dues: $15; student, $5. Clifford Boyce, supervisor, Driver and Safety Education programs, State Department of Public Instruction, P.O. Box 527, Olympia, WA 98501. *Norman Key, NEA.

Association of Classroom Teachers—*Official Report* (upon request). Any classroom teacher who is an NEA member is automatically a member of ACT. No separate dues. Betty I. Buford, counselor, Plainview High School, Plainview, TX (on leave, NEA). Margaret Stevenson, NEA.

Elementary School Principals—*National Elementary Principal* and special publications. Dues: $12; life membership, $240. Andrew J. Mitchell, principal, Boulder City Elementary School, Boulder City, NV. *William L. Pharis, NEA. (The membership will be asked to vote in January 1970 on whether or not to change the status of the organization.)

Rural Education—News, books, pamphlets, bulletins, NEA *Research Bulletin,* and other publications. Dues: $5. Gordon I. Swanson, professor and coordinator, international programs, Univ. of Minnesota, Minneapolis. *Lewis R. Tamblyn, NEA.

School Nurses—Department authorized by the Representative Assembly, July 1968; constitution and bylaws approved June 1969. Organization Committee, chairman, Sally R. Williams, Garden Grove, CA. Official publication: *The School Nurse.* Two research publications (a bibliography and a salary schedule for school nurses) and two brochures, "The School Nurse and Your Family" and "Something New for School Nurses." Membership application forms and further information may be secured from Kathryn Jane Ripley, administrative director, NEA.

NATIONAL AFFILIATES

American Association for Health, Physical Education, and Recreation—*Journal of Health-Physical Education-Recreation, School Health Review, Research Quarterly.* Dues: professional and associate, $15 *(Journal);* $20 *(Journal* and *Review* or *Quarterly);* $25 (all three). Undergraduate student, $5 *(Journal);* $8 *(Journal* and *Review* or *Quarterly);* $11 (all three). Contributing member, $100. John M. Cooper, Indiana Univ., Bloomington. *Carl A. Troester, Jr., NEA.

American Association of Elementary-Kindergarten-Nursery Educators—Publications on topics pertinent to elementary education, professional development activities, consultative assistance, and a quarterly journal. Dues: $4. John D. Greene, Baton Rouge, LA, public schools. *Robert Gilstrap, NEA.

American Industrial Arts Association, Inc.—*The Journal of Industrial Arts Education.* Dues: regular, $15; student-group membership high school, $1 per member; college, $2 per member; student individual, $5. George H. Ditlow, Millersville, PA. *Edward Kabakjian, NEA.

Association for Student Teaching—Newsletter and special publications. Dues: individual, $10; institutional, $15; sustaining, $50. Curtis E. Nash, dean, School of Education, Central Michigan Univ., Mt. Pleasant. *Richard E. Collier, NEA.

Association for Supervision and Curriculum Development—*Educational Leadership* and *Yearbook.* Dues: regular, $20; comprehensive membership (includes other publications for the period of membership), $30. Alexander Frazier, professor of education, Ohio State Univ., Columbus. *Fred T. Wilhelms, NEA.

Audiovisual Instruction — *Audiovisual Instruction,* consultant and placement services. Dues: $15; with *AV Communication Review,* $20. Lee E. Campion, director, educational communications, New York State Education Dept., Albany. *Howard Hitchens, Jr., NEA.

Home Economics—Two issues of *THE (Teacher, Home Economics), President's Newsletter* to members, and *News and Notes in Home Economics.* Dues: $5. Ruth Wheeler, Evanston Township High School, Evanston, IL. Admin. asst., Katherine Schlup, NEA. *Home Economics Education Association, NEA.

Journalism Education Association (formerly National Association of Journalism Directors)—Communication: *Journalism Education Today.* Dues: $5, regular; $10, institutional, library, or state. Bruce R. Minteer, Senior High School, Freeport, IL 61032. *Sister M. Rita Jeanne, FSPA, 912 Market St., La Crosse, WI 54601.

Music Educators National Conference—*Music Educators Journal.* Dues: $10, plus dues in affiliated states. Wiley L. Housewright, School of Music, Florida State Univ., Tallahassee. *Charles L. Gary, NEA.

National Art Education Association—*Art Education* (9 issues), *Newsletter,* and regional publications. Dues: active members, $15. William Bealmer, associate professor of art, Northern Illinois Univ., DeKalb 60115. *Charles M. Dorn, NEA. (Additional details upon request.)

National Association for Public School Adult Education — *Pulse, Techniques, Swap Shop.* Dues: active members, $10; associate members, $3. Raymond T. McCall, dean of extended day and summer sessions, 44 East Latimer Ave., Campbell, CA 95008. *James R. Dorland, NEA.

National Association of Educational Secretaries—*National Educational Secre-*

THE NATIONAL HIGHER EDUCATION ASSOCIATION

The National Higher Education Association is the official NEA voice for higher education. Its organization on February 15, 1969, marked NEA's first effort to deal with the problems of college and university personnel through campus chapters and state affiliates as well as serving as the national spokesman for higher education. Moreover, the NHEA will give college and university faculties a voice in the NEA official bodies as well.

NHEA was established following a year-long study by a representative task force comprised of educators with knowledge of the problems of faculty members and of institutions of higher education.

All NEA life and active members serving in higher education institutions are enrolled as members of NHEA without further action on their part. The project was launched to carry out a commitment of the NEA Board of Directors to provide to college and university staff members the essential services which are being demanded with increasing urgency by members on the campuses across the nation. These services include: professional advancement, improvement of instruction, economic welfare, employment security, defense of academic freedom, and other services which have been provided by NEA and affiliates to educators in elementary and secondary schools for many years.

NHEA's organization provides opportunities for faculty members in community and junior colleges and in four-year colleges and universities, and higher education administrators to cooperate on matters of mutual interest and concern. It also provides separate forums for each group to enable each to work on problems of special interest.

Three discrete units have been organized within NHEA. All three are now in operation. They are:

1. The National Society of Professors, for all members in the four-year institutions

2. The National Faculty Association of Community and Junior Colleges, for all members in the two-year institutions

3. The National Association of College and University Administrators, for all administrator members in higher education.

For further information: Alan G. Stratton, executive director, National Faculty Association of Community and Junior Colleges; Ralph S. Chesebrough, director, National Society of Professors.

tary. Dues: annual, $7. Charlotte C. Jarratt, 255 East Rudasill Rd., Tucson, AZ 85704. *Oreta O. Norris, NEA.

National Council for the Social Studies—*Social Education* and *Yearbook.* Dues: subscribing membership, $12; comprehensive membership, $20 (also receive copy of each NCSS publication issued during year). Ronald O. Smith, supervisor of social studies, Portland, OR, public schools. *Merrill F. Hartshorn, NEA.

National Council of Administrative Women in Education—*NCAWE News.* Individual national dues, $3; branch dues vary. Mathilda Gilles, principal, 695 Court, N.E., Salem, OR 97301. *Lois V. Rogers, NEA.

National Council of Teachers of Mathematics—*Mathematics Teacher* and *Arithmetic Teacher.* Dues: $9 (includes either journal), $13 (includes both); student dues, $4.50 (includes either journal), $6.50 (includes both); institutional subscription to either journal, $10. Julius H. Hlavaty, New Rochelle, NY. *James D. Gates, NEA.

National Retired Teachers Association—*NRTA Journal, NRTA News Bulletin.* Dues: individual annual, $2; life membership, $50. Cecilia O'Neil, Andrus Building, 215 Long Beach Blvd., Long Beach, CA, and 1225 Connecticut Ave., N.W., Washington, DC. *Cyril F. Brickfield, 406 East Grand Ave., Ojai, CA 93023.

ASSOCIATED ORGANIZATIONS

American Association for Higher Education—*College and University Bulletin,* semimonthly during academic year; yearbook *Agony and Promise* (1969 edition of *Current Issues in Higher Education).* Dues: professional or associate membership, $20; life, $200; graduate student, $10; retired, $5. Robert J. Keller, dean, College of Education, Univ. of Minnesota. *G. Kerry Smith, executive director, 1 Dupont Circle, Washington, DC 20036.

American Association of School Administrators—*Official Report, Roster of Members, Research Bulletin, School Administrator, Hot Line,* and books and pamphlets. Dues: $20. Arnold W. Salisbury, chairman, Dept. of Educational Administration, Western Illinois Univ., Macomb. *Forrest E. Conner, NEA.

American Association of School Librarians—*School Libraries.* Dues: $25 - 125, based on salary; institutional, based on budget. John Rowell, director, Program for School Libraries, Case Western Reserve Univ., Cleveland. *Lu Ouida Vinson, assistant executive secretary, AASL, ALA Headquarters, 50 East Huron St., Chicago 60611.

Association for Educational Data Systems—*Journal of the Association for Educational Data Systems, Association for Educational Data Systems Monitor.* Dues: professional, $15 *(Journal* and *Monitor);* student, $5 *(Journal* and *Monitor);* institutional, $100 (5 *Journals* and *Monitors);* sustaining, $300. *Monitor* subscription, $15; *Journal* subscription, $10. Ralph Van Dusseldorp, Univ. of Iowa, Iowa City. *Shirley Easterwood, NEA.

Council for Exceptional Children—*Exceptional Children.* John W. Melcher, assistant state superintendent of schools, Bureau for Handicapped Children, State Dept. of Public Instruction, 126 Langdon St., Madison, WI 53703. For information about dues, write to: William C. Geer, NEA.

National Association of Secondary School Principals—*Bulletin, NASSP Spotlight, NASSP News Letter,* and *Curriculum Report.* Dues: individual, $30; institutional, $40. Curtis Johnson, principal, Alexander Ramsey High School, Roseville, MN. *Owen B. Kiernan, NEA.

National Association of Women Deans and Counselors—*Journal* and occasional newsletters. Dues: $27; student, $5. Ruth H. Weimer, dean of students, Ohio State Univ., Columbus. *Anna Rankin Harris, NEA.

National Business Education Association—*Business Education Forum, National Business Education Quarterly,* and *National Business Education Yearbook.* Dues: professional, $10; student, $5; International Society, $3 additional. Donald Tate, College of Business Administration, Arizona State Univ., Tempe. *O. J. Byrnside, Jr., NEA.

National School Public Relations Association—Handbooks, special reports. Newsletter subscription services: *Education U.S.A.,* weekly, $21; *It Starts in the Classroom,* monthly, $6; *Trends in School Public Relations,* monthly, $8. Membership, $15. Professional Communication Service, $40. Joseph L. Davis, assistant superintendent, Columbus, OH, public schools. *Roy K. Wilson, NEA.

National Science Teachers Association—*The Science Teacher* (for secondary teachers), *Science and Children* (for elementary teachers). Dues: regular, $10; comprehensive, $20; elementary, $5; life, $270 if paid in 3 years; $300 if paid in 10 years; college student-regular, $4; college student-elementary, $2; library subscription (both journals), $12; *Science and Children* subscription, $4; *The Science Teacher* subscription, $8. Alfred B. Garrett, Ohio State Univ., Columbus. *Robert H. Carleton, NEA.

Speech Association of America—*Quarterly Journal of Speech, Speech Monographs, Speech Teacher,* and *Directory of the Speech Association of America.* Dues: student (undergraduate only), $6.25; regular, $12.50; sustaining, $40. Marie H. Nichols, Univ. of Illinois, Urbana. *William Work, Statler Hilton Hotel, New York 10001.

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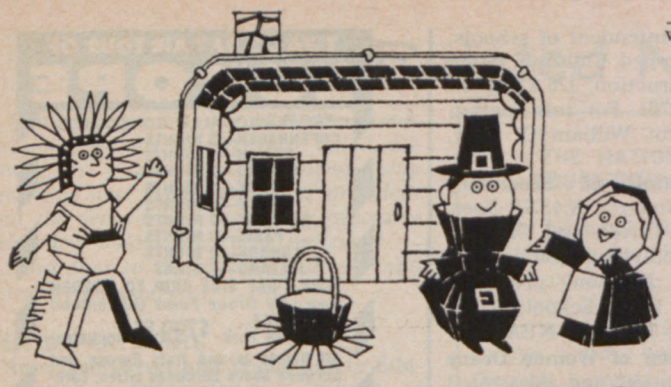

MAKE from EGG CARTONS

It adds to excitement of Thanksgiving for children to have the fun and pride of doing this pilgrim table piece and a turkey place card for everyone.

1—INDIAN CHIEF Cut a corner from an egg carton for the top part of body, face, hood, bonnet. Cut off 2 egg cups so that they form the trousers. Note the sketch. With scissors, fringe trousers and shape feathers in bonnet. Color Indian Chief red, suit yellow for deerskin, feathers and fringe bright red and green. Color eyes black. On bottom of trousers paste on moccasins cut from a lid.

2—LOG HOUSE Use the lids from 2 egg cartons to form walls and roof of house. All you do is cut and paste together the 2 lid ends. Add chimney. Color house brown with yellow lines to represent the filling between logs. Draw in door, windows. Roof is green "wood shingles"; chimney red.

3—BLACK KETTLE ON FIRE Kettle is made of 1 egg cup from egg carton, piece of a pipe cleaner for the handle. Cut strips from lid for wood sticks for fire; paste kettle to fire. Color kettle and handle black; wood red. To add idea of flames paste red tissue slips inside kettle.

4—PILGRIM MAN Cut 3 egg cups from an egg carton; paste 2 together for lower part of body. Turn 3rd egg cup upside down; paste to top of body section. See sketch. Roll tissue paper into a ball for head; paste inside an egg cup. From carton lid cut hat brim; paste together; paste hat to head. Cut arms from an egg cup rim; paste on. Cut shoes from lid; paste on. Suit, hat, shoes black; man pink.

5—PILGRIM WOMAN Dress—paste 2 egg cups together. Cut third cup to form arms, cap; paste to dress. Roll up a tissue ball head and paste inside cap. Woman is pink; hair yellow; dress grey; her apron and cap white. Depict all the faces in black outline. *Do the other faces likewise.*

6—TURKEY PLACE CARDS Cut the body and legs from carton egg cup. Long, crooked neck and beak is made by cutting a cup down one side through center, up other side. Tail is circle from lid traced with tumbler. With pipe cleaner affix parts to body. Color turkey brown, yellow, and red.

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TEACHER IN POLITICS

☐ Bolstered by service as a county committeeman for his party, Melvin R. ("Bob") Bruno was elected supervisor of Clinton County, New York, in 1965, and reelected in 1967. In this office, he serves as chief fiscal officer of the town of Schuyler Falls and also as representative for the town on the County Board of Supervisors.

As a member of the Board, Mr. Bruno recommended that a community college be set up in the area and headed the group which worked to establish Clinton County Community College.

Mr. Bruno, a sixth grade teacher who lives in Morrisonville, New York, has been a member of several local association committees, including scholarship, welfare, negotiations, and publicity. He has also served on civic and political committees.

—Nathan E. Kullman, Jr., *assistant executive secretary, New York State Teachers Association.*

EARLY SCHOOL ADMISSIONS

(Continued from page 58)

doesn't need much imagination to picture what a bunch of four-year-olds might have done with piecrust mix and canned fruit if only one harassed teacher had been presiding over the operation.

Why make pies? For these children, the pie-making session provided a number of learning situations. First, the children scrubbed the tables, then their hands. Next they assembled the materials and equipment and did the necessary measuring. The adult and the children at each table worked together to make one pie. Each youngster had the chance to be in charge of one step in the process. Baking was to take place the next day and the children learned why the uncooked pies had to go into the refrigerator instead of being stored on a shelf.

Over the years, experience has dictated some changes in the makeup of the Center staffs. Program assistants and parent liaison workers—positions new since Project days—are now important in the staff structure.

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sistant, who divides her time among four or five Centers, coordinates programs, helps teachers with planning or with particularly severe problems, and works with individual children. With program assistants serving as backups, teachers constantly have opportunities to improve the quality of the educational program.

The parent liaison workers are women who have served as aides in the program. Assigned to Centers in their home neighborhoods and familiar with the program, they spend enough time working with the children presently enrolled to know what is current in the classroom. Since parents look on the liaison worker as part of the neighborhood rather than part of the school, the worker can often get through to a parent whom a teacher cannot reach.

From the outset, Early Admissions has sought to reduce the home-school gap by involving parents, but many inner-city parents have such ingrained resentment or fear of school and everything pertaining to it that teachers are almost unable to communicate with them. Now, thanks in large part to the efforts of the liaison workers, parents have become increasingly involved in the program. For instance, parents are now eager participants in the Parent Advisory Committee. This group, composed of parent representatives from all the Centers, meets monthly to learn about and to make suggestions about the program. Members are no longer timid about telling what they (and the parents they represent) like and don't like about activities at the Centers.

A program assistant has this to say about how parents' reactions have changed. "When I was first teaching in the program, parents would accept everything I said—no questions asked. But now when I go back to a Center where I used to teach, it's no longer a case of 'The teacher said it, so it's right.' Now it's 'I want to know about . . . .' They raise more questions, even to the point of asking, 'Where is my child going, now that he's leaving Early Admissions? What is the kindergarten program going to be?' "

The original plan for Early Admissions called for measuring progress by comparing the school performance of children in the Early Admissions groups with that of control groups of children in the same neighborhoods who would have qualified for admission to the Project had numbers not been limited. Unfortunately, however, urban renewal and migration from project areas have resulted in such a population shift that this kind of group evaluation has been impossible.

The professionals who work in Early Admissions agree on the need for some means of evaluating individual performance in the program. They feel that as a child progresses from Early Admissions to kindergarten and beyond, the successive teachers need to know what he was like when he came to Early Admissions and how far he has advanced. One teacher illustrates the need to have such information available by citing the case of a little boy who did not speak when he came to Early Admissions and did not even know his own name. By the time he was in fourth grade, however, he was reading at second grade level. The teacher pointed out that this child had been highly successful in overcoming tremendous obstacles, yet someone who didn't know this story might regard him as a failure.

Some of the schools that house Centers are now trying to develop a means of keeping a four-or-five-year cumulative record for each child, so that as he advances from one grade to another, the teachers will have a picture of what he was when he started and of how he has progressed. Possibilities being explored range from a simple checklist to a maturity profile in which each year's record would be indicated in a different color.

The professional staff of Early Admissions has ample opportunity to work on such problems as evaluation. Every second Friday, while parent liaison workers fill in for Center teachers, program administrators, teachers, aides, and parent workers meet for in-service sessions that take the form of workshops, lectures, demonstrations, and discussion groups.

To this observer, the philosophy behind the in-service sessions deserves much of the credit for the success of the Early School Admissions program, although the carefully planned play/work experiences and the individualized attention certainly contribute, as does parental involvement. Other important elements are the well-prepared staff; the planned continuity with the regular school grades; and the medical, psychological, and other supplementary services. However, a certain spirit of purpose and optimism that seems to permeate the program may well be the factor most responsible for making Early Admissions a best seller in Baltimore. This spirit shows in what individual teachers say and in the tone of group discussions: "We've really got a good thing going. Let's make it better and better."

—A.C.H.

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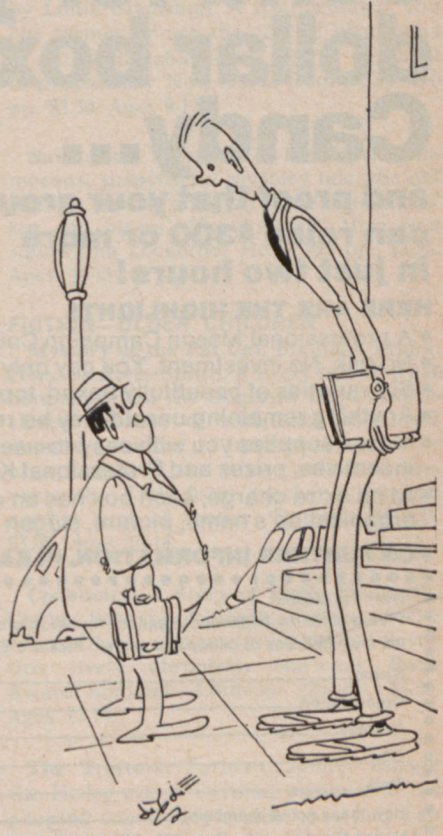

But, Teach, why should I go out for basketball? I don't know beans about the game.

1968 Children's Books of International Interest

These books represent the work of authors and illustrators who have made a genuine contribution to literature for children and young people. The variety of fiction and nonfiction in the list reflects current interests among American children and, it is hoped, among their contemporaries in other countries.

Members of the Children's Services Division Subcommittee of the International Relations Committee, American Library Association, selected the books. The committee included Sara Fenwick, Graduate Library School, University of Chicago; Virginia Haviland, Children's Book Section, Library of Congress; Maxine LaBounty, District of Columbia Public Library; Isabel Wilner, Lida Lee Tall School, Baltimore; and Anne Pellowski, chairman, U.S. Committee for UNICEF.

This list, an annual compilation, is available (one copy, free) from the Children's Services Division, American Library Association, 50 East Huron Street, Chicago 60611.

PICTURE BOOKS

Two Hundred Rabbits. Anderson, Lonzo. Illus. by Adrienne Adams. A traveler observes a boy who wants to entertain the king on Festival Day. An old woman who knows magic shows the boy how to present a unique entertainment. In a surprise ending, she identifies the traveler. Viking. 32 pp. $3.95. Ages 3-5.

A Ghost Named Fred. Benchley, Nathaniel. Illus. by Ben Shecter. This book will amuse new readers. Harper. 33 pp. $2.50. Ages 4-8.

Once There Was a Tree, the Story of the Tree, a Changing Home for Plants and Animals. Busch, Phyllis S. Photos by Arline Strong. The photographs and simple text tell of plants and animals that live on or around a tree. World. 39 pp. $4.50. Ages 4-8.

A Sunflower as Big as the Sun. Ellentuck, Shan. Illus. by the author. Told in folk style, this picture story is about a man who brags so much about his big sunflower that it soon grows large enough to hide the sun. Doubleday. Unp. $3.95. Ages 5-8.

We Went Looking. Fisher, Aileen. Illus. by Marie Angel. "We" discover many small woodland creatures while hunting the elusive badger. Crowell. 25 pp. $3.95. Ages 4-8.

Corduroy. Freeman, Don. Illus. by the author. Because a button is missing on his green corduroy overalls, Corduroy, a little bear who lives in a toy shop, almost misses his chance for someone to take him home. Viking. 32 pp. $3.50. Ages 3-5.

In the Park: An Excursion in Four Languages. Hautzig, Esther. Illus. by Ezra Jack Keats. Russian, Spanish, French, and English words describe the pleasures of a park. Macmillan. 32 pp. $4.95. Ages 4-8.

Rosie's Walk. Hutchins, Pat. Illus. by the author. Rosie the hen, calm and unconcerned, goes for a walk not realizing that a fox is chasing her. Macmillan. 26 pp. $3.95. Ages 3-6.

A Letter to Amy. Keats, Ezra Jack. Illus. by the author. Peter writes a letter to Amy to invite her to his birthday party. When he goes to mail it, the invitation almost blows into her hands, but Peter snatches it away and mails it. Amy is hurt. Will she come to his party? If she does, what will the boys think of his inviting a girl? Harper. Unp. $3.95. Ages 4-8.

The Many Lives of Chio and Goro. Lifton, Betty Jean. Illus. by Yasuo Segawa. This droll story tells of the rebirths of Goro and his forgetful wife Chio. Norton. Unp. $3.75. Ages 6-10.

A Kiss for Little Bear. Minarik, Else Holmelund. Illus. by Maurice Sendak. A traveling kiss sent by grandmother to Little Bear is responsible for the skunk wedding that ends this delightful picture book. Harper. 32 pp. An "I Can Read Book." $2.50. Ages 4-8.

If I Were a Mother. Mizumura, Kazue. A child ponders her future responsibilities as a mother and borrows from habits of the animals in deciding how best to act. Crowell. 32 pp. $3.95. Ages 5-8.

Ants Are Fun. Myrick, Mildred. Illus. by Arnold Lobel. Three boys begin to study a glass-enclosed ant city, only to discover one day that the glass is shattered and the ants have disappeared. Harper. 64 pp. An "I Can Read Book." $2.50. Ages 4-8.

Spectacles. Raskin, Ellen. Illus. by the author. "My name is Iris Fogel and I didn't always wear glasses. Not until a fire-breathing dragon knocked at our door." But the dragon turns out to be Great Aunt Fanny and it's apparent that nearsighted Iris needs glasses. Atheneum.

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Unp. $3.50. Ages 5-9.

Roland the Minstrel Pig. Steig, William. Illus. by the author. An original fable of pig and fox ends with jaunty Roland as a court singer. Jolly large pictures enliven the story. Windmill Books/Simon & Schuster. 32 pp. $4.95. Ages 5-7.

The Tower of Babel. Wiesner, William. Illus. by the author. Colorful illustrations accompany this free adaptation of the Old Testament story of King Nimrod and the Tower of Babel. Viking. 26 pp. $3.95. Ages 4-6.

Greyling: A Picture Story from the Islands of Shetland. Yolen, Jane H. Illus. by William Stobbs. Full-color paintings and rhythmic prose recreate the Scottish legend of the seal-child who becomes a real boy for a time. World. Unp. $3.95. Ages 4-8.

FICTION—YOUNGER CHILDREN

Me, California Perkins. Beatty, Patricia. Illus. by Liz Dauber. This engaging story about a family is set in a silver-mining town in the Mojave Desert in 1882. Morrow. 253 pp. $3.75. Ages 10-14.

The Midnight Fox. Byars, Betsy. Illus. by Ann Grifalconi. A city boy discovers the fascination of wildlife after glimpsing a black fox on his aunt's farm. Viking. 157 pp. $4.50. Ages 8-12.

Ramona the Pest. Cleary, Beverly. Illus. by Louis Darling. With humor and sympathy, Miss Cleary tells the story of what happens when Ramona Geraldine Quimby enters kindergarten. The point of view is that of the misunderstood five-year-old. Morrow. 192 pp. $3.75. Ages 7-9.

Journey from Peppermint Street. DeJong, Meindert. Illus. by Emily Arnold McCully. Set in Holland in the early 1900's, this is a sensitive story of a nine-year-old boy whose first adventures away from home involve him in a tornado and other dangers. 1969 National Book Award. Harper. 242 pp. $4.50. Ages 8-10.

Runaway Raft. Harnden, Ruth. Illus. by Marvin Friedman. Bart's dream of building a raft and fleeing from his family—especially his older brother Alec—is one that almost comes true in this story that combines adventure with a study of human relationships. Houghton. 160 pp. $3.25. Ages 9-12.

The Blackmail Machine. Holman, Felice. Illus. by Victoria de Larrea. Five children and a bird-loving spinster use their tree house to bargain for community action and—ultimately—world peace. Macmillan. 182 pp. $4.50. Ages 8-12.

Sail, Calypso! Jones, Adrienne. Illus. by Adolph LeMoult. Two boys, one black and one white, find a derelict boat. They quarrel over its ownership and then compromise and agree to work together to make her seaworthy. Little. 210 pp. $4.95. Ages 9-12.

The Secret Journey of the Silver Reindeer. Kingman, Lee. Illus. by Lynd Ward. In this heroic tale, 15-year-old Aslak succeeds in a dangerous quest above the Arctic Circle in Lapland. Doubleday. 93 pp. $3.50. Ages 10-12.

Striped Ice Cream. Lexau, Joan M. Illus. by John Wilson. The book describes the ups and downs of family living especially as they appear to Becky, the youngest, who wants striped ice cream for her birthday. Lippincott. 95 pp. $3.25. Ages 7-10.

Star Island Boy. Rich, Louise Dickinson. Illus. by Elinor Jaeger. In a village of Maine lobster fishermen, a disillusioned foster child finally finds a place where he belongs. Franklin Watts. 154 pp. $3.50. Ages 9-12.

The Year of the Jeep. Robertson, Keith. Illus. by W. T. Mars. Cloud Selby's incurable dream of owning a jeep is on its way to coming true when he finds one abandoned in an old barn. Viking. 234 pp. $3.95. Ages 9-12.

Over the Hills and Far Away. Russ, Lavinia. Peakie Mason experiences the pangs of growing up in Missouri at the time of World War I. Her afflictions include an unbearable older sister and a flamboyant, superbly independent mother. Autobiographical, the book is a splendid portrait of an effervescent and unconventional family. Harcourt. 160 pp. $3.50. Ages 7-11.

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Veronica Ganz. Sachs, Marilyn. Illus. by Louis Glanzman. A troublemaker and her tormenter are the central characters in this believable story set in a school in present-day New York. Doubleday. 160 pp. $3.50. Ages 9-12.

Save Alice! Wuorio, Eva-Lis. In this humorous, suspenseful mystery tale, the old woman thrusts a big birdcage into James' lap and hisses, "Save Alice!" Alice is a squawking cockatoo. Holt. 165 pp. $3.95. Ages 10-13.

FICTION—OLDER CHILDREN

Mystery of the Fat Cat. Bonham, Frank. Illus. by Alvin Smith. A lively tale of what happens when the Dogtown Boys Club is closed because of rats, and the loyal members set out to unravel the mystery of a long-lived cat whose existence prevents the Club from receiving a much needed sum of money. Dutton. 160 pp. $3.95. Ages 10-14.

Constance: A Story of Early Plymouth. Clapp, Patricia. Realistic details of the life and loves of a pretty young girl flavor this lively chronicle. National Book Award nominee. Lothrop. 225 pp. $4.50. Ages 12-14.

The Traitors. Forman, James. During the Hitler era, a German pastor and his adopted son slowly realize that they can be true to their consciences only by be-

(Continued on page 78)

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1968 CHILDREN'S BOOKS

(Continued from page 77)

coming traitors to the state and to the other son in the family. Farrar. 256 pp. $3.95. Ages 12-14.

The House of Dies Drear. Hamilton, Virginia. Illus. by Eros Keith. This suspenseful mystery is set in an isolated mansion that has been the home of Dies Drear, a murdered abolitionist. Macmillan. 246 pp. $4.95. Ages 10-14.

Akavak: An Eskimo Journey. Houston, James A. Akavak takes a heroic journey on behalf of his aged grandfather. The author's evocative pictures illustrate the story. Harcourt. 75 pp. $3.25. Ages 7-11.

The Soul Brothers and Sister Lou. Hunter, Kristin. A lonely black teen-ager in an urban ghetto discovers herself and her people and goes on to become a member of a popular singing group. Scribner's. 248 pp. $3.95. Ages 12 and up.

Edge of Two Worlds. Jones, Weyman. Illus. by J. C. Kocsis. The story of the meeting of young Calvin Harper, survivor of a Comanche massacre, and Sequoyah, an old Indian, and their growing respect for one another. Dial. 143 pp. $3.95. Ages 10-14.

Take Wing. Little, Jean. Illus. by Jerry Lazare. Laurel knows that her younger brother is different, but her parents don't seem to notice. Her feelings of protectiveness and responsibility toward him keep her from making friends. When Mother goes to the hospital, Aunt Jessica comes to look after the family and resolves the problems. Little. 176 pp. $4.25. Ages 8-12.

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From Fins to Hands: An Adventure in Evolution. Ravielli, Anthony. Illus. by the author. This book shows the development of the human hand with many fine pen drawings. Viking. Unp. $3. Ages 8-12.

Glass, Stones, and Crown: The Abbé Suger and the Building of St. Denis. Rockwell, Anne. A colorful figure of the Middle Ages, the Abbot Suger believed that beauty would turn men toward love of God and so he built the first great Gothic church in France. Atheneum. 80 pp. $3.75. Ages 10-12.

The Prairie Schooners. Rounds, Glen. Illus. by the author. The book describes covered wagons, how they were made, and their significance in the settling of America. Holiday. 95 pp. $3.75. Ages 9 and up.

Tear Down the Walls!: A History of the American Civil Rights Movement. Sterling, Dorothy. The book describes the history of the civil rights movement from 1526 to the present and some of the work individuals and organized groups are now doing in this field. Doubleday. 260 pp. $4.95. Ages 11-15.

The Virus Realm. Thompson, Paul D. Illus. by Mary Lybarger. The book explains the nature of viruses and discusses experiments from Pasteur's findings about viruses to the discovery of interferon. It concludes with experiments the reader can perform using a tobacco virus. Lippincott. 189 pp. $4.50. Ages 12-14.

Spunkwater, Spunkwater! A Life of Mark Twain. Wood, James Playstead. Illus. with photographs. This conversational biography of the adult life of Mark Twain concentrates on the American humorist's individualism and eccentricity. It includes a chronology and a bibliography. Pantheon. 182 pp. $3.95. Ages 11-14. □

ETHICS

(Continued from page 35)

treatment to Marion Thompson during the investigation of those accusations by refusing to divulge to him the identity of his accusers, by refusing to allow him to confront the evidence against him, and thereby refusing him an opportunity to refute the presentations which had been made against him during the course of said investigation.

C. Respondent violated Principle III, Section 6, of the Code of Ethics of the Education Profession (1963 edition) by failing to provide in response to Mr. Thompson's request specific information and evidence concerning the allegation of Mr. Thompson's having obtained a loan from the DeKalb Teachers' Federal Credit Union improperly, such allegation serving as the basis for respondent's recommendation that Mr. Thompson not be reemployed by the DeKalb County public schools for the year 1967-68.

D. Respondent violated Principle III, Section 7, of the Code of Ethics of the Education Profession (1963 edition) (a) by using his position as superintendent in 1966 and 1967 to speak in opposition to DeKalb Education Association proposals, such verbal expressions being made before subordinate employees in meetings of employees called by the superintendent, (b) by using his position as superintendent to circulate in 1967 to subordinate employees in the DeKalb County school system a memorandum which served to influence their decision whether to cooperate with the NEA PR&R investigation into DeKalb County schools' personnel policies and practices, and (c) by coercing Marion Thompson in 1966 through implied threats upon his continued employment when Mr. Thompson was found in disagreement with the superintendent over matters of DeKalb Education Association policy, and through the resulting termination of his employment in 1967.

Based on the foregoing findings and conclusions, and the recommendation of the Hearing Officer, and pursuant to the authority vested in the Committee by Article I, Section 13 of the Bylaws of the National Education Association, it is ORDERED that respondent be, and he is hereby, expelled from membership in the National Education Association. Expulsion shall take effect on September 29, 1969.

—ESTELLE FAULCONER, *chairman, Committee on Professional Ethics; BEATRICE H. PEARSON; ERNEST F. ROSS, JR.; FERN STOCKTON.*

AFTER ALL

Today's Education

☐ In September 1968 the NEA JOURNAL first appeared under its new name. Five months later the NEA Research Division asked a representative sampling of NEA members which name they prefer. TODAY'S EDUCATION was the preference of 48.6 percent; NEA JOURNAL, of 25.9 percent. The remainder either had no opinion or did not respond.

A survey of readership of TODAY'S EDUCATION and its companion newspaper, the *NEA Reporter*, will be made this fall by an independent readership survey organization. The previous study made by that outside agency revealed that 94 percent of NEA members generally read the magazine; 83 percent, the *Reporter*.

An NEA Research Division study conducted several years ago found that nearly 70 percent of *all* teachers—not NEA members only—read something in each issue of the JOURNAL; more than half read something in each *Reporter*.

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What Difference?

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"If you doubt it, try this. Make a little private pact with yourself *to praise somebody every day . . .* somebody who for some reason has earned some praise. Don't tell anyone about your plan; don't let anybody even suspect that you *have* such a plan. Simply go about your 'praise a day' campaign, quietly and inconspicuously—and watch how *your* personality will blossom; how much fun you will take in your work, how your worries and discouragements will shrink, how much more pleasant a person you will seem to those around you.

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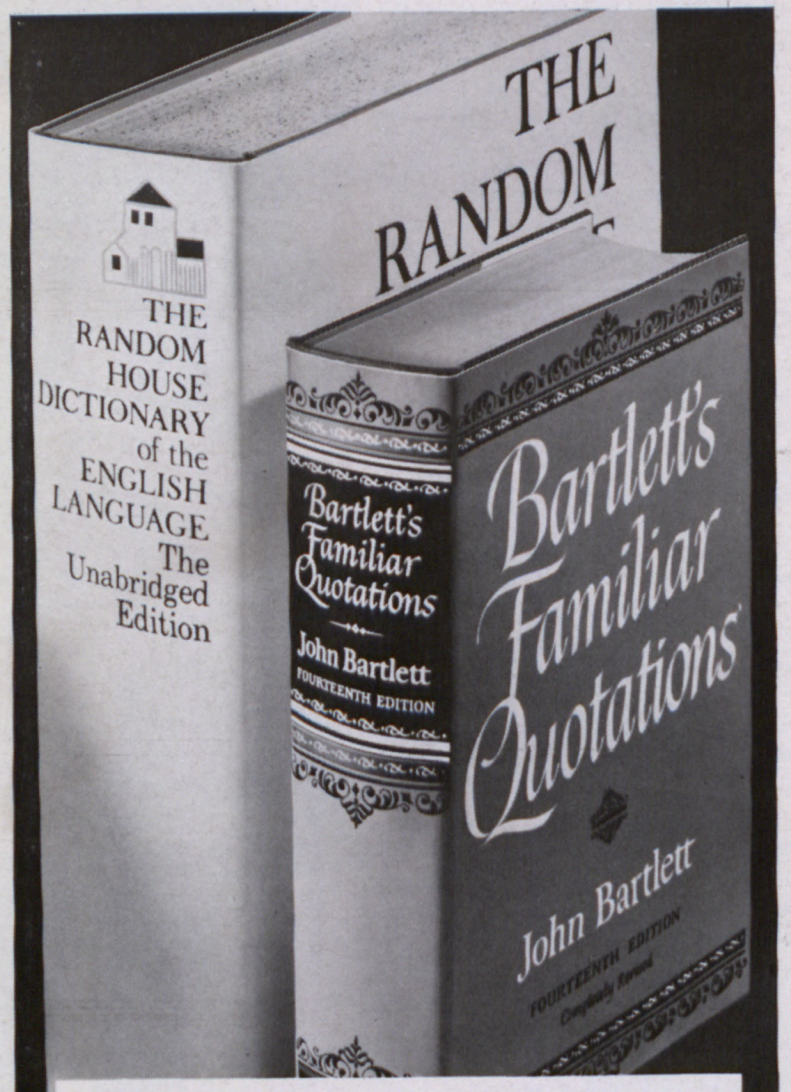

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